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ABSTRACT

This booklet is Part II of a two-part manual for teaching reading through the Systems Approach to Individualized Instruction (SAII) program developed at Manzanita Elementary School in Josephine County, Oregon. Part II describes the SAII program in detail and is intended for use by elementary teachers as a day-to-day reference for teaching reading by the SAII method. The SAII program uses basically the same approach for grades 1 through 6, although the routine is usually more challenging for first graders to master. Chapters 1 through 5 present an overview and outline of the basic SAII system, and chapter 6 focuses on the unique requirements of the first-grade program. The appendix contains a hierarchy of reading skill activities, sample instructional materials and tests, sample planning and record-keeping forms, and an instructional flow chart. (Author/JG)

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OREGON STATE
DEPARTMENT OF EDUCATION
JESSE FASOLD,
SUPERINTENDENT
OF PUBLIC INSTRUCTION

MANUAL FOR DEVELOPING A SYSTEMS APPROACH TO INDIVIDUALIZED INSTRUCTION (PART II, READING HANDBOOK)

JOSEPHINE COUNTY
SCHOOL DISTRICT
TOM W. CALKINS,
SUPERINTENDENT

AN ADOPTER'S GUIDE REFERENCED
IN PROMISING PRACTICES
IN OREGON EDUCATION, **1974**

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MANUAL FOR DEVELOPING A SYSTEMS APPROACH TO INDIVIDUALIZED INSTRUCTION

(PART II – READING HANDBOOK)

This handbook for teaching reading through an individualized systems approach is based on the experiences of pilot project schools in Josephine County, Oregon, and validation site schools in Salem and Milwaukie, Oregon, between 1971 and 1974. The Systems Approach to Individualized Instruction Program, or SAII Program, was funded during that period under Title III of the Elementary and Secondary Education Act.

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Jesse Fasold, Superintendent of Public Instruction

PREFACE

Although schools and communities share many of the same kinds of educational problems and needs, they too often fail to share information about how these needs and problems are being addressed. If a successful approach to a set of needs or the solution to a problem in one community is thoroughly documented, it may serve as a model for adoption or adaptation elsewhere. Thus, communication about promising practices is at least as important as their development.

To promote such communication, the Oregon State Department of Education is involving school personnel throughout the state in the identification of instructional or management techniques they believe to be innovative, effective, and transportable. Brief descriptions of these techniques, or programs, are compiled in a catalog of *Promising Practices in Oregon Education*. Districts whose innovative practices are described in the catalog have agreed to share more detailed information about their procedures with those who request it; and in many cases, the department will encourage and even underwrite the development of published guides designed to give practical, step-by-step directions to potential adopters.

The Josephine County School District's systems approach to individualized instruction (SAII) is the sixth program to publish an adopter's guide and to be included in *Promising Practices in Oregon Education*. The SAII Program is described in a two-part adopter's guide of which this, the reading instruction handbook for teachers, is the second part. The first part is an administrator's handbook.

Your comments and suggestions will help us to improve future editions of this guide and others to be produced.

Jesse Fasold
Superintendent,
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BACKGROUND TO THIS HANDBOOK

The Manzanita Project

The individualized reading program described in this handbook was developed at Manzanita Elementary School in Josephine County, Oregon, when the prior reading program failed to meet the needs of a sufficient number of students. The previous reading program was characterized by group paced instruction at three ability levels and paid too little heed to the individual skill needs or interests of children. The basic instructional tool was the basal reader. California Achievement Test scores from 1968 through 1971 showed that children in the district were consistently performing below grade level and *declining* in their performance in reading, language mechanics, and mathematics.

Planners of the new reading program realized that the old program had not been successful because it failed to acknowledge that children differ in ability, personality, background, readiness, and style of learning. They knew that any new program would have to take these factors into account.

Therefore, in 1971, they created a two-part reading program consisting of a basic skills component and a comprehension skills component, both of which complement one another. The skills component is taught through a "systems approach to individualized instruction." As its name implies, SAII embodies a systematic way to teach children on an individualized basis. In a systems approach teachers first identify a hierarchy of skills which may be stated in terms of performance indicators or performance objectives which children are to achieve.

The Manzanita Project, as it came to be known, has identified more than 40 master phonetic skills in a 155-step learning hierarchy of basic skills (shown in Appendix A) for grades 1 through 6.

Each master skill deals with a broad phonetic category, such as initial consonants, short vowels, magic *e*, and blends. Each basic skill within a master skill category requires four levels of student accomplishment: auditory discrimination, visual discrimination, association of a word with a picture of the thing it represents, and synthesis, or the combining of phonetic pieces to form whole words and sounds. Most of the skills are presented in the form of a program management unit, or PMU. The term is descriptive in that the PMU forms the basic unit for this part of the instructional program. A sample PMU, which is contained in Appendix B, will be described later in this handbook.

Basic reading skills are taught through the following process:

1. The learning needs of each child are diagnosed through individual pre-instructional testing.

2. Based on the results of the diagnosis, learning experiences are prescribed to help the child meet his learning needs. (The learning experiences are readily implemented through the use of the PMUs or other methods.)

3. Following the child's completion of the learning experiences necessary to acquire or reinforce a certain skill, the child is then given a post-instructional test to determine whether he has mastered the desired skill.

4. If he has, he goes on to higher skills. If he has not, he is recycled into other learning activities designed to help him acquire the skill in which he is deficient. Then he is given a delayed recall test several weeks later to be certain that he has mastered the desired skill.

As noted above, the skills component is complemented by a comprehension component which is administered in a less formal but nevertheless systematic, individualized fashion. The comprehension component has these features:

1. It allows children to choose and read paperback books that suit their interests and reading readiness.

2. It stresses comprehension at five levels of mastery: recall, interpretation, extrapolation, analysis, and evaluation.

3. It reinforces basic skills being pursued through PMUs and other methods.

4. Children read at their own pace and work either alone or in small groups.

Planners of the new reading program decided to take an eclectic approach to the kinds of learning experiences that would be offered to students. That is, they decided to adopt the best methods from among many in the field. For example, at the primary level in the Manzanita Project, decoding gets a strong emphasis, but not at the expense of the basic sight words. The language experience approach is taught by using the key word method.

Results of the Manzanita Approach

At the end of the second year of operation, the results of the individualized reading, language mechanics, and mathematics programs at the Manzanita pilot project site were dramatic. California Achievement Test scores showed not only reversal of the previous declining trend, but a recovery to the level at which the decline had begun in 1968. By fall 1973, children in the pilot project school scored even higher on the California Achievement Test, leading evaluators to conclude "the project has had a positive impact upon the academic attainments of the participants. The simultaneous and dramatic reversal of a set of declining trends is the most significant component of this interpretation." The utility of the systems approach to individualized instruction was underscored when it was introduced in three Oregon validation sites and within a year had produced results similar to those in the pilot site. In reviewing standardized achievement data from the validation sites in fall 1974, evaluators concluded, "In particular, the use of the Manzanita curriculum in reading has generally yielded an average class growth of a year or more."

Because reading is such a critical skill, the systems approach to individualized reading instruction has been selected for presentation in this handbook. The instructional principles underlying the reading approach, especially the basic skills component, apply equally to the teaching of language mechanics and mathematics.

HOW TO USE THIS HANDBOOK

This handbook has been written so it will serve as a guide for the teacher beginning a systems approach to individualized reading instruction. At the same time, it has been written to serve as a reference for the teacher who has been operating such a program. Before attempting to use this handbook, the reader should be aware of its organization, its limitations, and the range of companion materials it is designed to complement.

Handbook Organization

The SAII reading program uses basically the same approach in grades 1 through 6; but because the routine is a bit more challenging for first graders to master, the bulk of the handbook first describes the basic system, and then finishes with a final section on the unique requirements of the first grade situation. Incidentally, first grade teachers who wish to use the SAII program will have to read *all* of the handbook in order to implement the system at the first grade level. Teachers in grades 2 through 6 should read the section on the first grade application of the system.

Reading program components outlined in the main sections of the handbook appear according to the chronological daily sequence in which they occur in the classroom. For example, the system requires that students begin the reading program day with a short five-minute planning period. Therefore, the first section of the handbook following this introduction deals with teacher-pupil planning time. This activity is followed by 20 to 40 minutes of reading comprehension work, 15 to 25 minutes of basic skill work, and a final 15 minutes called special time, which children use to work on learning difficulties or activities of special interest to them. Thus the sections of this book are arranged in a corresponding sequence. Unique reading program components such as the key word method and the Dolch sight words are treated in the section on first grade reading because of their primary-grade application.

To help illustrate procedures outlined in the main text, the handbook contains an appendix featuring such items as a hierarchy of reading skill activities, sample instructional materials, sample tests, sample planning and record-keeping forms, and an instructional flow chart. The appendix is followed by an index, which should help the reader quickly locate particular terms, concepts, and procedures. This should be especially useful to the reader who is using the handbook primarily as a reference resource.

Handbook Limitations

Because it has a "how-to," functional approach, the handbook carries with it some natural limitations. For example, it cannot reasonably be expected to go beyond a brief, operational treatment of such matters as the reading comprehension and remediation approaches based on the work of Dr. Carl J. Wallen. The reader seriously interested in the broad theory and application of the comprehension component is urged to read Wallen's 1972 book, *Competency in Teaching Reading*, published by Science Research Associates, Inc.

The reader also should keep in mind that the procedures recommended in this handbook are only *suggestions* based on practices which were effective in the pilot project and at its validation sites. Once adopters of the systems approach have gained experience in it, they will undoubtedly alter some of the procedures suggested here to suit their own circumstances.

Companion Materials

Schools adopting the Manzanita reading approach will have to acquire the instructional materials which are necessary to make it work. Except for commercially made trade books for reading comprehension, whose titles and publishers are listed in Appendix C, most of the necessary materials can be acquired by copying master sets which will be furnished by the Manzanita Project at a nominal cost (yet to be determined).

Master sets available from Manzanita will include:

--A complete set of basic skill PMUs

--A complete set of Dolch PMUs

--A complete set of reading comprehension ("tens book") discussion questions and worksheets

--Copies of SAII reading games

--Copies of all tests used in the reading program

--Loan copies of 135 cassette tapes.

These materials will be part of a multimedia dissemination package which may even include more thorough treatment of such matters as remediation instruction and the design of discussion questions and worksheets for reading comprehension. Adopters of the reading program will have to make their own arrangements to have materials copied or reproduced. This will probably pose no problem to large school districts which are equipped with their own facilities for reprinting materials and copying tapes. Smaller districts in Oregon may utilize the printing and reproduction services of county intermediate education districts. Out-of-state school districts will have to utilize similar resources or hire such services privately. Costs of materials sold to districts outside Oregon will be somewhat higher.

Readers who wish to obtain materials for the SAII reading program should contact:

Charles L. Barker
SAII Program
P. O. Box 345
Merlin, Oregon 97526
Telephone (503) 479-6313.

INITIAL USE OF THE SAII PROGRAM

Adopters of the systems approach to individualized reading instruction should note that either the skills component or the comprehension component can be taught without the other. Manzanita Project personnel feel both components work best when taught in conjunction with one another, especially since many basic skills can be reinforced in comprehension reading and since comprehension reading is improved as children gain word attack skills. However, either component will work well by itself and enhance a school reading program if the basic guidelines in this handbook are followed.

7 As a final note to this introduction, adopters starting out in the SAII program are cautioned not to

operate the system at the first grade level. Before starting the program at the first grade, it is advisable to gain at least a year of experience in any combination of grades 2 through 6.

II. TEACHER-STUDENT PLANNING TIME

In grades 2 through 6, students should plan their daily reading activities in writing. The planning activity serves two purposes. First, it helps the student see the connection between learning activities and the end payoff of those activities. Second, it provides the context in which the student is held accountable for his own learning progress. If a learning task is spelled out in the student's planning book, then he is held responsible for the accomplishment of that task.

The planning period should be conducted during the first five minutes of the reading period. Given options listed on the chalkboard by the teacher, the student should plan what he intends to accomplish during the period. A shorthand notebook serves as an excellent planning book.

The first entry in the daily plan should be the date. This should be followed by what the student intends to do during the comprehension reading time. Next, the student should indicate what activities (if other than a PMU) he will pursue during skills time. Then he should indicate what he will do during special time. (The teacher may list on the chalkboard specific activity options for students during the special time period.) During the planning time, the student should make no further entries in the planning book. However, he should leave space for a short evaluation. At the end of the reading period, the student should evaluate his performance for the period in light of his initial plans. If he accomplishes what he had planned, he says so. If he does not, he says so. The following sample shows what a student plan might look like:

Date:	February 4
Comprehension (Tens Book)* Time:	Read *Dracula*, pages 165-180. Do Worksheet

---

* In the Manzanita Project the comprehension component was known by teachers and students alike as

Skill Time: Phonics worksheet. Syllables.

Special Time: Barnell Loft, *Getting the Facts*.

Evaluation: Today I read my Tens assignment and finished my worksheet. I completed my phonetic worksheet and did three *Getting the Facts* cards.

---

tens book time. The term "tens book" came about because the trade paperbacks used in this part of the reading program were ordered in groups of 10 per title.

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III. READING COMPREHENSION

The reading comprehension component, based on the children's paperbacks or "tens books" was initiated in the Manzanita Project in response to four basic deficiencies in the traditional basal reader:

1. The basal lesson is designed to give students practice at a given reading level as a means of introducing certain reading skills. However, students will not all be interested in the same story; and they will not all be ready for or need the skill(s) that the story is designed to teach.

2. The basal appears to give the student little if any practice in the kind of reading that is available to him in the real world of reading. A student may read very nicely in a basal but find that he cannot effectively read a library book at the same level.

3. Basals are designed for group-paced instruction. All students read the same stories and work on the same skills, regardless of their individual differences.

4. Most importantly, basals fail to develop higher level comprehension skills. Typically, they emphasize only recall and interpretation skills, both of which are at the lower echelons of comprehension.

In answer to the deficiencies inherent in the basal reader, the Manzanita Project gave its comprehension component these four features:

1. Each student selects a book to read that interests him. The book must be at his reading readiness level but sufficiently difficult so it will force him to learn new skills. In reading the book, the student will focus on basic skills he is pursuing in the basic skills component.

2. Basal reading is avoided altogether, so the student never is forced to pursue the kind of reading that does not exist beyond the basal. He learns from the first day that he will be reading in class the kind of materials available to him in the real world of reading.

3. After selecting his own book, the student reads at his own pace and works only on those skill deficiencies he is experiencing.

4. Each tens book is accompanied by a set of teacher-developed questions designed to develop in students five levels of comprehension noted earlier: recall, interpretation, extrapolation, analysis, and evaluation. Each student is diagnosed for the comprehension level he needs to develop and is given only questions which relate to that need level.

SETTING UP THE COMPREHENSION COMPONENT

If there is more than one teacher per grade level, they should jointly choose the tens books and jointly run the tens book component. This will enable each of them to handle fewer titles. For example, two second grade teachers with 25 students each can pair up so that each teacher handles three titles for roughly 25 students rather than six titles for 25 students. A lone teacher should not handle more than three titles without the help of an aide.

After the teachers have decided to implement the comprehension component, they must select an initial supply of titles of varying difficulty from which the children may choose. For example, if two second grade teachers choose six titles, two of those titles should be at the second grade level, three should be below grade level, and one should be above grade level. As noted earlier, a list of the tens paperbacks and their publishers is contained in Appendix C.

Once the tens books have been selected, teachers should acquire a list of comprehension discussion questions and student worksheets to accompany each book. These "tens questions" and worksheets were developed in the Manzanita Project to test the five comprehension levels mentioned previously. A set of discussion questions and a set of worksheets to match each of the tens books listed in Appendix C are available on request from the Manzanita Project director (see page 7). A set of questions and a worksheet for the book *How To Care For Your Monster* are presented as samples in Appendix D and Appendix E.

THE FIVE LEVELS OF COMPREHENSION

The most important feature of the comprehension component is the five levels of reading comprehension to be developed in the tens books and measured in the tens questions. Therefore, the teacher should be thoroughly familiar with these levels and the criteria for determining whether a child has mastered them.

The five levels of comprehension were categorized by Dr. Carl Wallen at the University of Oregon in 1970. They are based on the hypothesis that comprehension does not take place at one level but rather at a series of levels, each depending upon mastery of the previous level as a learning prerequisite. Basal readers not only usually fail to develop higher comprehension levels; they too often fail to delineate comprehension levels or teach them in logical sequence.

Listed below are the five comprehension levels and a description of the requirements for measuring a child's mastery of each level:

Recall. An exercise for recall will require the child to remember specific items in a selection and to remember the relationship between items in a selection. Thus, recall exercises fall into two categories: identification and organization.

Identification exercises range from simple to complex identification of facts. As is typical of most comprehension questions at each level, simpler questions are usually structured in a form such as multiple choice while more difficult questions are open-ended. As a rule, children should not be given structured questions unless they have difficulty with open-ended questions. For a reading selection which tells about the Johnson family traveling to Oregon in a covered wagon, the test item might ask the child to identify whether the Johnson family traveled in a car, wagon, or boat. A more complex test item might be such an unstructured question as, "During the journey to Oregon, what did the women do in the evenings?"

Organization exercises, which are also designed in a simple-to-complex range, require the child to organize random information from the selection so it reflects the actual organization of that information in the selection. For example, a simple test item for the selection about the Johnson trip to Oregon might ask the child to identify the sequence of such events as changing a broken wagon wheel, singing songs, and preparing supper in the order they occurred in the story. A more complex item might require the child to "outline what the travelers did in the evenings."

Interpretation. An exercise for interpretation will require a child to recall information from a selection in order to identify both major and underlying ideas. As Wallen explains, "The purpose of interpretation skill instruction is to enable the child to identify these ideas and begin to deal with their implications. Since the major ideas and implications are not directly stated in one sentence in a selection, interpretation--unlike recall--requires some inference on the part of the child. The child must go beyond the exact words presented in the story. He must rephrase and sometimes speculate. Inference is the primary feature that distinguishes interpretation from recall." There are two interpretation categories: summarization and conclusion.

Summarization requires the child to identify the major idea in a selection by summarizing its central thrust. A simple exercise might require a child to choose the better of two summaries or titles which apply to a particular selection. More complex exercises require the child to summarize the story in several sentences or to choose a title that summarizes the story. The most difficult kind of exercise is one which asks the child to summarize the selection in one sentence.

Conclusion requires the child to identify underlying ideas in the form of a cause-and-effect relationship which has not been directly stated in the story but which can be inferred from facts stated in the story. A test item might ask the child to select the best answer to a question from among several choices. For example:

> Mrs. Linnehan did not believe Lizzie's story about the old man giving her extra trading stamps because--
>
> ___a. she saw Lizzie take the stamps.
>
> ___b. Lizzie sometimes made up things that were not true.
>
> ___c. Steeper's Department Store did not give stamps.
>
> ___d. Lizzie had been caught stealing from Steeper's Department Store before.

A more complex test item for conclusion might read something like, "Why did the policemen march Mrs. Dugan off to the police station for questioning?" Based on facts presented in the story prior to Mrs. Dugan's seizure, the child should be able to make some inferences and answer the question.

Extrapolation. Extrapolation exercises do two things. First, they test the child's ability to draw conclusions about the unknown on the basis of the known. These exercises usually build on the cause-effect relationships which the child has identified in interpretation exercises. Given one known cause and effect, the child is asked to speculate how a different cause might produce a different effect, or how a different effect might have been produced by a different cause. These exercises also ask the child to identify causes and effects which are analogous to those which have been identified. Thus, extrapolation falls into the categories of consequence and analogy.

Consequence exercises ask the child to predict the consequence if one variable in a cause-effect relationship is changed. For example, in an interpretation exercise, the child might have speculated that the old man gave Lizzie extra trading stamps because he knew her family was poor. Given that conclusion, the child might then be asked, "What might the old man have done if Lizzie's family was not poor?" If the child assumed that the old man had given Lizzie the extra stamps because he knew her family was poor, it would be reasonable for the child to assume that the old man wouldn't have given Lizzie the extra stamps if her family was not poor.

Analogy exercises ask the child to identify a cause-effect relationship similar to one that he has just identified. For example, if the child says he believes the old man gave Lizzie extra trading stamps because he knew her family was poor, the teacher might ask him to describe an analogous cause-effect event. An adequate answer might be something like, "A woman once gave me a penny to buy some gum. She felt sorry for me because I didn't have any money, just like the old man felt sorry for Lizzie."

Analysis. Exercises in analysis require a child to identify the nature of elements of information presented in a selection and then to determine by the relationships of these elements whether the information is valid. In more concrete terms, these exercises require children to determine the nature of items of information (e.g., is that statement a fact or an opinion?) and then to determine whether these items of information support conclusions or judgments derived from them. Analysis exercises thus may be categorized under elements and relationships. The Manzanita Project found that the elements exercises could be used more successfully in social studies than in reading comprehension, so they were shifted to social studies time. However, elements will be discussed here.

Elements exercises ask the child to identify items in a selection according to a previously defined classification scheme. For example, a child might be asked to identify a statement which fits the category of a false analogy. Or, he might be given a statement and asked to classify it according to categories with which he has been familiarized. The classification scheme includes such categories as conclusion, fact, opinion, generalization, hypothesis, premise, and unwarranted inference.

Relationships exercises require the child to determine the degree to which conclusions are or are not supported by evidence in the selection. For example, a child might be asked to identify three sentences in a reading selection which support the conclusion, "Lying can get a person into a lot of trouble."

Evaluation. Evaluation goes beyond analysis of relationships by asking the child to make a judgment about the selection on the basis of specific criteria. The criteria may be classified as internal or external.

An internal evaluation requires the child to make a judgment about the selection on the basis of such criteria as internal accuracy, consistency, or reasonableness. For example, in the case of the old man giving Lizzie the trading stamps, the child might be asked, "Do you think it was reasonable for the old man to give Lizzie the extra trading stamps?" The answer should be based on evidence in the selection.

17 An external evaluation requires the child to make a judgment about the selection on the basis of such criteria as whether or not a character in the selection was kind or if a lie told by someone was right or wrong. Judgments about honesty, fairness, kindness, goodness, and badness will differ with the

perceptions and values of the students, but they should be supported by reasoned argument. For example, two students at this comprehension level answered the following question in opposite but well-reasoned responses:

> Was Mr. Linnehan being fair when he left his family in Elmerstown and went to California?
>
> Susan: "No. He was not helping the family. The family did not have enough money to eat. If Mr. Linnehan were working, then the family would have more money. Mr. Linnehan was not being considerate of the family. He was not helping them."
>
> Jim: "Yes. Mr. Linnehan went to California to make enough money to buy a house. There were probably no jobs in Elmerstown. If he stayed he would have taken food and room but not made any money. He was trying to be considerate of the family by going to California to make a fortune.

SELLING THE TENS BOOKS

Once teachers have selected the tens books and acquired the corresponding discussion questions and worksheets, they should promote the books to the students. To do this, teachers should first acquaint themselves with the books for which they will be responsible. They should look for "selling" points in each book that will appeal to students' interests. Then they should place sufficient copies of each title on a table in a particular area of the room reserved for promoting the tens books. Once the children are assembled around the table, teachers should explain the tens book choice system and the importance of making a good reading selection. Then the teachers should highlight the subject matter of each book.

The system students should use to choose tens books is outlined in the following display. As the display indicates (and as the teacher should explain to the students at least during the first tens book promotion session) the student should find an appealing book, read a page of it, and keep track of how many words he doesn't know. If two or less words are unfamiliar, the book is too easy. If five or more words are unknown, the book is too hard. If the student doesn't know three or four words, the book is just right. A large version of this display should be mounted permanently in the tens book selling area.

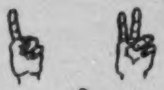
HOW TO CHOOSE A BOOK

1. *Find a book that looks interesting or exciting.*

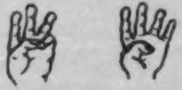
2. *Turn to a middle page that has quite a few words.*

3. *Read the whole page.*

4. *Put up a finger for every word you don't know.*


1-2 fingers up--book too easy

5 fingers up--book too hard


3-4 fingers up--book just right!

5. *Now start at the beginning and HAVE FUN!*

After initially selecting their books, students should return to their seats or a quiet area in the room to begin the finger test. As they return to their seats, the teacher should repeat the importance of the children being honest with themselves as they do the finger test. The teacher should expect to see some exchanging of books for others on the table when students realize their initial choices are too easy or difficult.

The teacher should next make a quick check of each student's choice to be sure it is realistic. If a student has made an inappropriate selection, the teacher must diplomatically arrange for him to change without giving him the feeling that he is being forced to give up his freedom to choose. One effective way to do this is to ask the student seated next to him to read aloud. The teacher should praise that student for a wise selection and then move on to the student in question, asking for an oral reading. If the child performs poorly, the teacher should discuss with him the need to make a wise choice and negotiate the possibility of choosing another book. However, the teacher should suggest more than one alternative to the poor choice. This way the teacher will preserve the child's feeling of making a choice. This will also make it easier to hold him accountable for reading the book.

If the child insists on reading a book that is too difficult, the teacher may elect to let him keep the book if there is at least a partial chance that he can be successful. However, the teacher should get a commitment from him to read at home and to seek extra help with the selection during tens book time and special time.

TENS BOOK RECORD KEEPING

After each student has made a selection, the teacher should record on a tens book record form (Appendix F) the names of all students who have chosen a particular title. That means that if a teacher is handling three tens book titles, it will be necessary to use three tens book record forms, one for each title. At this time, the teacher has the opportunity to make one final check on the appropriateness of each student's selection. If there is any doubt about a selection, the teacher should have the student do a finger test. If he fails the test, he should be urged to make another selection.

The tens book record form is designed to serve three functions. First, it helps the teacher keep track of the whereabouts of each tens book copy. (Each copy should carry a separate number, preferably on the cover, and the number should be entered immediately next to the student's name in the first column.) Second, the form gives the teacher a handy format for quickly noting comprehension deficiencies (revealed by worksheets and discussion sessions) each student needs to work on. Finally, the form provides a space for the teacher to note the PMU (basic skill) each student is working on. This information reminds the teacher what skill deficiencies the student should focus on during comprehension reading.

TENS BOOK LESSON PLANNING

A lesson plan format like the one shown in Appendix G will enable the teacher to plan a week's activities for a group reading three different titles. A teacher may handle three or more titles as easily as three basal texts, and a teacher should meet with groups in at least two titles each day. As noted earlier, teachers can give a group of students six or more titles by teaming up and each handling a few titles. A teacher who chooses not to team up and still wishes to offer students more than three titles, should consider acquiring an adult aide or an older student aide. In the example in Appendix G, a diagonal notation is used to indicate whether a teacher or an aide is responsible for an activity that requires adult involvement. Where the children work on their own, the activity is simply written without designating teacher or aide responsibility. Either a teacher or an aide can issue the instructions that get the students started on their work.

TEACHING READING COMPREHENSION

In teaching reading comprehension through the tens books, the teacher should focus on vocabulary introduction and on the student's comprehension through group discussion utilizing the tens questions and power worksheets.

Vocabulary Introduction. New words should be introduced to students in two ways. First, the teacher should use some of the vocabulary building techniques employed with basals. Use context clues to help children get at the meaning. Unlock the sound of the word through phonetic analysis, and the sense of the word through structural analysis of such components as the prefix, root, and suffix. Then use the word again in the original sentence and see if it makes more sense to the students than it did the first time. Second, the teacher should utilize the student's dictionary skills. Have the student look up selected words, using the phonetic spelling to unlock the sound of the word. Then have him look at the definitions and apply the correct one for the context in which the word appears.

Group Discussion. Group discussion is designed to solicit answers to questions that measure a student's level of comprehension and also help build it. By using the tens book record form to track student progress in group discussion, and by keeping a mental or informally written record of student comprehension progress from tens book to tens book, the teacher should be able to address each student with discussion questions appropriate to his comprehension level. Thus, one student in a discussion group might be asked an interpretation question while another might be asked a recall question.

Because the reading difficulty of a tens book often influences the child's comprehension performance level, the teacher cannot always rely on the child's general performance trend to determine the appropriate level of discussion questions for a *new* tens book selection. To determine the child's performance level for a new selection, the teacher should use the first power worksheet for that selection as a diagnostic test by asking the child to complete as much of it as he can. This will give the teacher an accurate basis for asking appropriate discussion questions and giving power worksheet assignments.

Power Worksheets. Two to 16 power worksheets for each tens book are the principal method of determining the student's comprehension progress. They are called "power" worksheets because they each cover the range of a student's comprehension power. Generally, worksheets at the first of the year should focus on recall and interpretation. The focus will shift to higher levels of comprehension as students progress. Therefore, to begin the use of power worksheets, teachers should have the students focus only on recall and interpretation questions. Then the student responses should be analyzed. Those who score above 90 percent on that worksheet should then go on in the next worksheet to questions dealing with interpretation, extrapolation, and analysis. Thus, the teacher will quickly establish a profile of student progress and be able to assign questions from each worksheet appropriate to student needs. It may be helpful to work through an example:

Assume that on the first worksheet for a given tens book that the teacher circles only questions which test recall and interpretation, and the children are instructed to answer only those questions which are circled. The following scores are recorded:

Sam	100 percent on all questions
Patti	100 percent on recall identification, 20 percent on recall organization, and zero on both interpretation categories
Susan	100 percent on recall identification, 90 percent on recall organization, 50 percent on interpretation summary, and 20 percent on interpretation conclusion
Chuck	100 percent on all questions
Linda	100 percent on all questions
Bonnie	20 percent on recall identification, frustration on rest
Dale	100 percent on recall questions, zero on interpretation summary, and 20 percent on interpretation conclusion

Mike	80 percent on recall identification, 20 percent on recall organization, 100 percent on interpretation summary, and 20 percent on interpretation conclusion
Helen	100 percent on recall questions, 100 percent on interpretation summary, and 20 percent on interpretation conclusion.

These scores give the teacher a basis for assigning students to worksheet comprehension levels suited to their needs. Thus, on the basis of the scores just cited, students might be given the following types of questions to do in the next worksheet exercise:

Sam	Extrapolation and analysis
Patti	Recall organization and the summarization category of interpretation
Susan	All of interpretation
Chuck	Same as Sam
Linda	Same as Sam
Bonnie	Recall only
Dale	All of interpretation
Mike	Recall and possibly all of interpretation
Helen	Interpretation only.

As the student progresses through his first three tens books, the teacher should follow closely his progress. If after three books, he is not advancing in his level of comprehension, a remedial program should be prescribed. This is as true for a student unable to progress from analysis to evaluation as it is for a student unable to master recall.

COMPREHENSION REMEDIATION

As noted earlier, the scope of this handbook does not permit it to deal with remediation in great length or detail. However, it would be remiss if it did not briefly characterize the remediation approach called for in the comprehension component and if it did not at least sketch some suggestions for teachers to follow in carrying out remediation activities.

Remediation is a very personalized, limited, and controlled effort to help the student get moving toward the acquisition of a skill which is somehow eluding him. The student should perceive it as a concentrated effort, with the help of the teacher, to break through to a new level of reading understanding. During remediation, a student may work by himself and with the teacher, or he may also work with other students who are having the same learning difficulty. A group of children working on the same learning problem with the teacher's personal guidance is called a "need group." Need groups are also part of the basic skills component of the reading program. Whether a child is alone or in a need group, these are the basic steps the teacher should follow in conducting a remediation effort:

1. When you see that the student has failed to advance to a new comprehension level after three tens books, find a short reading selection slightly below his instructional level. About 10 minutes worth of reading from sources like Barnell Loft or a *Weekly Reader* should be about right.

2. Write comprehension questions for the selection at the level to which the student cannot seem to advance.

3. Have the student preview the selection and then read it silently.

4. After the student has read the selection, have him answer in writing the comprehension questions you have prepared. The purpose of this exercise is to show the student that even with a selection he can read easily, he has difficulty at a certain comprehension level.

5. This will be apparent to him the following day when you sit down with him and go through the correct answers to the questions.

6. Now that he sees he has a problem, tell him the next couple of days will be spent in developing the understanding level he needs to be able to answer the questions.

7. At this point, the method of remediation will differ with the reading level the student is unable to reach. These are some of the approaches which have proven effective in helping students to a higher comprehension level:

Recall. Children often have trouble with recall because they assign an equal value to all words they read rather than recognize that some words are more important than others in conveying meaning. You can help the student see this by giving him a paragraph (from the remediation selection) that has been purged of adjectives and adverbs and other "helper" words. For example, if the selection reads "Ralph quickly pulled as hard as he could pull on the rusty iron door," you might give the student a version which reads, "Ralph pulled door." This will help the student see that the essence of this 14-word sentence lies in three words.

Just as children are taught to remember that every sentence carries the important meaning in a few key words, they should also be taught that every story carries important meaning in a few key passages and that every book carries important meaning in a few key chapters. Recognition of these key words, passages, and chapters will greatly improve their recall.

Interpretation. Children can begin to interpret what they read when they begin to see main ideas and cause-effect relationships. In the remediation session, lead the student to see the outcomes of some causes related to main themes in the reading selection. Then reverse the procedure and ask the student to list some outcomes and find the causes of those outcomes. For example, if the text says that Jeff became lost, ask the student "What *caused* Jeff to become lost?" Stress the use of the word cause so the student will begin to think in cause-effect terms.

Extrapolation. Once the child can identify causes and effects explicitly described in the text, he should next infer consequences not described in the text from causes which are, and he should identify analogous cause and effect events. If the student can't make this jump, take him back to a cause and effect statement like, "The old man ate the spider and became sick." He will likely see a cause and effect relationship in this statement. Now, give the student a situation which just states a cause, such as, "The old man ate an apple." Ask what the effect is likely to be. Ask for an analogy to the statement. If the student has trouble identifying an analogy, give him an analogous cause and ask him to identify an analogous effect.

Analysis. In this reading approach, analysis is concerned mainly with getting the student to see whether conclusions in the text are supported by evidence in the text. If a student has difficulty in achieving this skill, show him a conclusion statement and be sure he understands the key words in the statement. Then have him go back through the reading selection, at a slow, careful rate, to find any statements which support the conclusion statement. As he offers statements which he feels support the conclusion, discuss with him the validity of each statement as support for the conclusion. Also help him find support statements he may have overlooked.

Evaluation. By the time a student has reached the evaluation level, he has acquired the thinking skills required in the first four levels of reading comprehension. Evaluation simply asks him to make judgments about the story by using those thinking skills. However, while most students at this level have no trouble making judgments about the story, some of them cannot support those judgments through the use of their lower level comprehension skills. Since they have reached this level, they *have* those lower level skills. The trick is to get them to consciously apply those skills to make judgments.

One good way to do this in a need group is to set up a game called Clue. In Clue, you make a judgment statement and write it on the chalkboard. The children then have to start looking for clues to support the judgment. They may find that the judgment is valid or invalid, but it is important that they use their lower level skills to do so.

Another way to stimulate students to use their lower level skills is to place the judgment statement on the board and split the group into two or three to a side to debate its validity. These exercises will lead students to the point where they will only make judgments that can be defended through the application of their lower level skills.

8. Once the student has gone through one of the remediation processes, he should be post tested with a reading selection and discussion questions similar to the ones used in the remediation need group activity. Explain to him that he is being post tested and that he is to use the skills acquired in the need group work.

9. After he has completed the post test

successfully, ask the student to evaluate the problems he had before he acquired his new skill level. At this point, he is ready to return to regular comprehension reading work. When he returns to regular comprehension work, he should be placed in a new tens book and assigned worksheet questions at or slightly above the level for which he received remediation.

BASIC SKILL DEVELOPMENT DURING COMPREHENSION READING

The tens book reading time offers a good opportunity for the student to reinforce basic skills he is working on during the basic skills time period. These are some examples of skill reinforcement exercises teachers can inject into the comprehension reading time:

1. Have the student identify the skill on which he is working (e. g., vowel digraph *oe, oa, ee*). Have him look in the story for words with the skill pattern and list them under the proper heading.

2. Have him find words that have root words in them.

3. Have him find words illustrating:

    a. silent *e* at the end of a one-syllable word

    b. silent vowel in vowel digraph

    c. soft sound of *c* and *g*

    d. specific syllabication patterns.

4. Have him find words to which specific prefixes or suffixes have been added. Have him put them under the proper headings.

5. Have him find specific contractions.

6. Have him find examples of synonyms and antonyms.

A sample phonetic worksheet for this activity is shown in Appendix H.

IV.
BASIC READING
SKILLS

DIAGNOSTIC AND EVALUATION PROCEDURES

The diagnostic and student evaluation portion of the SAII basic skills component serves three functions. First, it supplies initial information about each student through a screening test which is used to identify his general skill needs. Second, it gives pre-instructional testing to each student to determine what specific skills he needs to develop through PMUs. Third, it evaluates the student's mastery of a particular skill after it has been taught through the PMU. This test is called a post test if given immediately after completion of the PMU; it is a delayed recall test if administered as a retention measurement no sooner than four weeks after the student has completed the PMU.

These three assessment procedures are outlined below. In addition, the complete SAII testing sequence is outlined in Appendix I. It is important for the teacher to keep in mind that diagnostic testing will enable placement of students only in skills they need.

Initial Skill Screening

At the beginning of the school year, each student will have varying reading skills. The purpose of the screening tests is to identify general skills each student possesses and general skills each student needs. This will enable the teacher to start each student at his appropriate level in the PMU sequence. There are two main instruments for screening students in grades 2 through 6.* The first instrument is the Dolch sight word test. This test identifies what sight words the student has or has not mastered. It applies primarily to children in grade 1 but must be administered to children in grades 2 and 3 to be sure any sight word deficiencies they have are dealt with. The second instrument is PMU Test 123, which measures the level of the student's phonetic analysis skills. It applies primarily to grades 2 through 6.

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* First graders should begin with specific skill tests. They should be screened through tests that begin with skill 1 on the hierarchy.

The teacher should follow these steps in administering the Dolch sight word test:

1. Have on hand a copy of "My Word List" (Appendix J), the Dolch sight word test. This consists of 24 word groups of at least 10 words per group. Each of the 24 groups is keyed to one of 24 Dolch PMUs.

2. Sit down with the student and explain, "These are words you should know at sight. I'm going to cover all of them with a large card and move the card down so you see the words one at a time. As you see each new word, try to read it as fast as you can."

3. Move the card down each list, starting with the first group. If the student can't read a word, see if he can sound it out; but, from a diagnostic standpoint, don't give him credit for knowing it.

4. Have the child complete as many word groups as he can. Note the groups where he misses three or more words. As a general diagnostic rule, the student should begin working in the Dolch PMU corresponding to the test group in which he first misses three or more words. For instance, if the student missed too many words in groups 3, 5, and 8, he should start in the Dolch PMU corresponding to group 3. As a rule, the student should not be tested further once he has missed too many words in three groups.

5. In groups where he misses only one or two words, note those words. Since he knows at least 80 percent of that group, he should not have to do the corresponding PMU. However, be certain that he learns those one or two words that he did not know.

Since the Dolch sight words apply primarily to first graders, their instructional use will be dealt with in the section "First Grade Reading Program."

Test 123 (Appendix K) consists of lists of nonsense words which force the student to utilize his phonetic analysis skills, i. e., to synthesize phonetically. For the children's benefit, these nonsense words may be called "magic" words.

The teacher should note that Test 123 consists of 10 columns of words, each testing a specific master phonetic skill. The following chart shows the PMU skill number and specific skills which correspond to each column number:

COLUMN NO.	MASTER SKILL NO.	SKILL(S) TESTED
I	70, 72, 73	all initial consonants, short vowels in consonant-vowel-consonant (CVC) pattern, final consonants
II	71	short vowels in vowel-consonant pattern
III	75, 79, 82	initial consonant digraphs, short vowels, final consonants, magic (silent) *e*, initial blends
IV	84, 89, 96	*ar* controlled vowel, final consonant digraphs, vowel digraphs
V	99	*ing*, *ly*, *ed* endings
VI	101	*y* as a vowel
VII	104	*r* controlled vowels
VIII	107	vowel diphthongs
IX	108	double *o* sounds
X	113, 114, 117, 118, 119	hard and soft sounds of *c* and *g*, *old* phonogram, *au* and *aw*, silent consonants, *gh* and *ph* as *f*

Test 123 should be administered at the beginning of the school year after students have gone through a two-week review of phonetic skills. This review will help refresh any gains they may have lost during the summer and thus make Test 123 more valid. To begin Test 123, the teacher should give the student an orientation something like this: "The following words are magic words. They don't make any sense, but we're not worried about that. We're using these words to see how well you can sound them out. They follow the same rules for speaking as real words. If you can't pronounce a word at first, use the word attack skills you know to unlock its sound." The teacher should give the student a copy and ask him to read each column of words out loud. As the student reads, the teacher should circle the part or parts of words he misses on a teacher copy of the same test. At the point at which the student misses words in five skill categories, the teacher should ask the student to stop reading.

Skill mastery each student evidences on Test 123 should be charted on the Skill Record Sheet (Appendix N) which is explained beginning on page 47 of this section. Next, the teacher should evaluate student performance in each of the master skill areas of the test to determine which master skill tests (like the one in Appendix L) should be administered.

Diagnosing for Specific Skills

As a rule, the master skill test can be used as a reliable pre-instructional test, or pre-test, to diagnose a student's specific skill attainments and deficiencies. However, if a teacher feels that more specific diagnostic information is needed in a particular skill, the pre-test for the PMU itself may be used. If a student fails to attain a score of 90 percent on a pre-test, he should be placed in a PMU and possibly a need group (which, as noted earlier, is a group of students all showing deficiency in the same basic skill). The pre-test is designed to measure the four levels of basic skill mastery mentioned in the "Introductory Overview" section of this handbook: 1)auditory discrimination (can the student hear and repeat the sound of a given word?), 2) visual discrimination (can the student discern the phonetic or structural pattern of the word?), 3) association of a word with the thing pictured (given a picture of something symbolized by a particular word, can the student say the word and write beside the picture the sound symbol under study?), and 4) synthesis (can the student use the skill to unlock the sound and meaning of unknown words?). Thus, the pre-test process not only tells the teacher what PMUs to give a student, it also indicates the particular type of deficiency the student must overcome in each skill.

As a practical matter, the auditory discrimination portion of the pre-test does not need to be administered with every PMU once the teacher is satisfied that the child discriminates sounds well. Therefore, this part of the test can usually be abandoned early in the school year.

If a child fails either the visual or auditory discrimination part of the test, the teacher should place him in remedial activities which will develop these skills (excepting, of course, children with medical problems who require special diagnosis and treatment). If, for example, a child can't see the CVC pattern for short *i*, the teacher might show him various words with this pattern and ask him to make his own version of the pattern out of clay, felt letters, and other materials until he has mastered it.

The failure of the student to pass any other part of the test, either the sound and letter symbol portion or the synthesis portion, generally warrants his placement in the required PMU. The teacher should make an exception to this rule if the student fails the sound and letter symbol portions but passes the synthesis section. If he can synthesize, his failure to pass the other parts of the test is no cause for concern. It is important, as a practical matter, that the teacher keep the student pre-tested *at least three PMUs ahead of the one in which he is working*. This will enable the student to be placed immediately in the next PMU as soon as he finishes his current PMU. It is much easier for the teacher to administer several pre-tests at one

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time than it is to give each one when a student completes a PMU.

Evaluating Student Learning

The Post Test. Student mastery of skills taught through a PMU are evaluated through the use of a post instructional test, or post test, which is available to the student at the completion of the PMU. As an example, the post test for PMU 47K is shown in Appendix M. However, the teacher should note that the use of the formal post test is usually not necessary if the student can say the nonsense words on the last page of the PMU. If the student cannot say at least 90 percent of the nonsense words on the last page of the PMU, then he should be put into a need group or learning game that will help him acquire the skill. Then he should be given the formal post test. The post test consists of only two sections, the portion associating words with pictures, and the synthesis portion. Of these two, the former is optional. The synthesis section supplies the real test of the student's mastery of a particular skill. If he cannot read a nonsense word, he doesn't have the skill.

Whether a student passes the synthesis test on the last page of the PMU in place of the formal post test, or whether the student must take the post test itself, his mastery of the skill should be noted in the Skill Record Sheet. After this entry is made, the teacher should ready the student's test file for a delayed recall test in the particular skill.

The Delayed Recall Test. It isn't uncommon for a student to acquire a skill through a discriminate set of learning activities and then to forget it within a short period. Therefore, he should be given a delayed recall test a month after the post test to be sure that he hasn't "slipped." If the student fails to score at least 90 percent on the delayed recall test, he needs further reinforcement in the skill. If he achieves 90 percent or better, it should be assumed that he has mastered the skill and needs no further review of it for the year.

The teacher can't be expected to remember when each student is due for a delayed recall test. However, by following the steps below, the teacher can set up a delayed recall test system through the use of a "future file."

1. Mark four folders so that each one reflects a week of the month. Thus, the set will be labeled: week 1, week 2, week 3, and week 4. This is the future file.

2. After the student passes a post test, place that copy of the synthesis portion of the test into the folder which corresponds to the week in which the post test has been administered. For example, if the student takes the post test on April 4, which falls in the first week of the month, the synthesis portion of the test would be placed in the folder marked "week 1" and subsequently administered as a delayed recall test sometime during the first week of May. The same test copy can be used if the test is administered orally. A new copy will be required for written tests because the student writes on the test copy itself.

3. To plan for each week, pull the folders marked for the particular week. For example, in planning for the second week, pull all the folders marked "week 2." In this folder will be synthesis or written tests for all students who passed the post test a month ago. Plan a test schedule for those particular students that week. One way to do this is to test a few students per day during special time.

4. If a student passes the delayed recall test, assume he has mastered the skill and mark it appropriately on the Skill Record Sheet. (Like the procedure for noting passage of the post test, the procedure for noting passage of the delayed recall test will be discussed later in this section.)

5. If a student fails the delayed recall test,

he needs to review the skill. However, he should not be returned to the PMU. Reinforcement instruction is more effective in a need group.

6. Begin a need group when two or three other students have failed the same delayed recall test. This may take several weeks since all the children are working at different PMUs at different speeds. But this poses no problem since the student can continue to work routinely through other PMUs until the need group is established. Teach the need group by concentrating on synthesis of the problem skill through nonsense words. Once the student can read a list of nonsense words, let him exit the need group. As he does so, mark his name on a delayed recall synthesis test and drop it in the folder for that week. Then give him the delayed recall test again the following month. If he passes the skill, note it on the Skill Record Sheet.

UTILIZATION OF THE PROGRAM MANAGEMENT UNIT

The Program Management Unit or PMU is designed to help the student master a skill in which he is deficient. In creating and refining reading PMUs, Manzanita Project personnel allowed for students' different learning styles and their individual needs for varying lengths and degrees of repetition to acquire skills. Therefore, each PMU offers the student at least two different sets of learning activities, and in most cases four.

Each PMU has been developed with two key instructional principles in mind. The first is that the sequence of learning activities should take the student from the concrete to the abstract. Therefore, each PMU begins with exercises containing everyday words that illustrate the skills being taught. The student then moves into exercises which require assocation of letters and sounds with pictures, and finally into exercises involving synthesis.

The second principle is that the instructional approach for PMUs must be consistent. For example, procedures for learning about the initial consonant *m* in PMU 33, should be the same as procedures for learning about initial consonants in other PMUs. This will enhance the student's self-confidence in using each PMU and will eliminate much of his need to tie up teacher time asking about procedures for using the PMU.

Examining a PMU

PMU 47 is displayed in Appendix B to help the reader become familiar with the PMU structure developed in the Manzanita Project. This lesson is designed to teach the student to recognize and pronounce the initial consonant *k* when combined with phonograms *in*, *it*, *ig*, and *ing*, so they form either real or nonsense words.

The front cover, featuring the cartoon magician, is called the student assignment sheet. It gives the teacher a detailed outline of alternate learning paths that may be assigned to the student. The unit contains eight lessons, but the teacher is not obligated to assign all of them. (In assigning a PMU to a student, the teacher, should cross an X through any page in the unit which the student is *not* to do.)

In this PMU, the student is offered a number of different learning activities. For example, he may listen to a tape, view a filmstrip, do a page without a tape, play a game, and make either real or nonsense words from word components supplied to him. This is typical of most of the PMUs below grade level 3 in the SAII scheme.

Normally, the teacher should assign the student to do at least two of the first three lessons. In PMU 47 this will build the child's association of the sight and the sound of the letter *k*. The rest of the lessons in the unit are designed to reinforce this initial sight-sound association and to help the student combine (synthesize) *k* with selected phonograms to produce words with the initial consonant *k*. Following is a breakdown of the lessons in PMU 47:

Lesson 1 is an introductory lesson which exposes the student to the desired skill in the context of concrete, everyday words. On page 1 he is introduced to the letter *k*. The audio tape for this lesson reads the words to him and discusses how all of them start with the same letter and the same sound. At the end of the tape, the student should be familiar with the sound for *k*. On page 2 he goes into the second instructional step: he is asked to say the word for the picture, remember the sound *k* makes, and color the pictures which are described by words with the *k* sound.

Lesson 2 is optional. If the child performed well on Lesson 1, the teacher may decide he doesn't need the filmstrip that makes up Lesson 2. The purpose of this lesson is to give the student additional introductory help if he needs it.

Lesson 3 on page 4 is a game that requires the child to use the same skills called for in lessons 1 and 2.

Lesson 4 on page 5 is a cumulative lesson requiring the student to remember not only the sound of initial consonant *k*, but also all of the other initial consonant sounds learned prior to this time.

Lesson 5 on page 6 is important because at this point the student starts to synthesize the letter *k* in a phonogram ending and to read a new word. As an extension of this lesson, on page 7 the student cuts out initial consonants and places them with phonogram endings. The words he creates are then read orally to another student, to a teacher, or to an aide.

Lesson 6 on pages 8 and 9 and Lesson 7 on page 10 are both designed to force the student to synthesize. Lesson 7 is the culminating lesson which deals with synthesis and, like the last page im most units, serves as the post test. If the student can say 90 percent of the words, the teacher may consider that as sufficient indication that the student has acquired the skill. If he fails to say 90 percent of the words, he goes on to the next lesson.

Lesson 8 consists of a game designed to give students fun drill in the skill. It is a reinforcement exercise which should carry the students into the post test. Generally, three kinds of games are used: road race, checkers, and dead pigeon. In road race, students advance along a "race track" by shaking dice and correctly performing skill tasks. Checkers is played like regular checkers, but each player must perform the skill task printed on the square to which he wishes to advance. Dead pigeon is a two-handed card game which requires each player to perform skill tasks as he tries to collect a greater number of cards than his opponent.

Of course, the student should be given a delayed recall test whether he passes Lesson 7 in lieu of the post test or if he passes the post test itself.

SETTING UP THE CLASSROOM FOR BASIC SKILLS INSTRUCTION

Before students are placed in their PMUs, a number of physical arrangements will have to be made in the classroom.

The Student Mailbox and Its Use

One of the most important fixtures in the skills component is a student mailbox, which serves as a distribution point for student assignments. Students can be trained quickly to pick up their individual daily work in their boxes. This saves the teacher from the inefficient procedure of personally handing each student his daily assignment. It also reinforces in each child the self-reliance that SAII seeks to instill.

From a frontal view, the mailbox should look something like the structure shown on page 42. It can be made easily from discarded wooden liquor boxes or from cardboard. Or, it can be fashioned by a school carpenter in a very short time.

Since all the students will converge on the mailbox at the beginning of skill time to pick up their assignments, the teacher may wish to use two smaller mailboxes a slight distance apart to forestall congestion.

Sam	Patti	Susan	Linda	Chuck	Dale
John	Bonnie	Jeri	Elaine	Gary	Jim
Betty	Kathy	Rusty	Opal	Ed	Ann
Don	Barbara	Pete	Mike	Harry	Bob

Area Numbers and Area Signs. While students should normally work on individual assignments at their desks, it is usually more convenient for students assigned to group activity (listening to a tape or participating in a need group) to work in designated areas of the room. The room should be divided into such areas, and each of these areas should be marked with a cut-out number one or two feet high taped to the wall.

After putting up area numbers, the teacher should make area assignment signs to correspond to them. An area assignment sign is simply a strip of cardboard (about 2 inches by 9 inches) which contains the word "Area" and the number for a given area. These area assignment signs enable a teacher to send students to a certain room location by placing the signs in their mailboxes rather than telling them where to go. For example, a student who finds the sign card "Area 3" in his mailbox would go directly to Area 3 to receive further instructions and pick up his PMU along with other students who received similar assignment signs. Students should usually leave the area signs behind when they finish working in the area.

Audiovisual Equipment: Storage and Use

An SAII program will require one cassette tape player per nine students and one handheld filmstrip viewer per 25 students. About 135 cassette recordings are required in the 155-step learning hierarchy used in this program. As noted earlier, the Manzanita Project has master cassette tape sets which may be borrowed and copied. The Manzanita Project has relied primarily on the *Learning With Laughter* phonetic sound filmstrip series, which is commercially available. However, adopters may use any phonetic sound filmstrips that are appropriate to the PMUs.

Tapes and filmstrips can be distributed to students in two principal ways. For students who are directed by area assignment signs to a certain location for group work, the tape player, tape, filmstrip projector, and filmstrip should be set up in the area ready to go. Students using tapes and filmstrips individually may pick them up in their mailboxes with PMUs.

Desk Flags. Desk flags provide a way for a child working alone to quietly signal a teacher or an aide that he needs help. The flag stand can easily be made by inserting a 12-inch by one-quarter-inch dowel in a hole drilled in a block two inches thick and four inches square. A piece of brightly colored plastic or cloth can then be fastened to the end of the dowel. When the child needs assistance, he can simply put up the flag. When the teacher or aide arrives to work with the child, the flag should be tipped on its side.

ORIENTING STUDENTS TO PMU USE

Between the time that students are screen tested for PMU placement and the time that they are actually placed in PMUs, the teacher should orient them to proper procedures for using the PMUs. This orientation should be divided into two parts. The first part should deal with procedures for getting PMUs to and from the students; the second part should deal with procedures for student use of the PMU itself.

The general classroom procedure for PMU use is outlined in the top half of the Basic Skill Instructional Process chart in Appendix P. In line with the sequence of activities outlined in that portion of the chart, the teacher should give the students the following orientation to skill time procedures:

1. Explain to the students that the tests they have been taking the past few days will help you determine what reading skills they know and what skills they don't know. Tell them they will only have to work on the skills they don't know.

2. Explain to them that they will work on their skills through special materials that give them a choice of different learning activities. After they complete the assigned learning activities, they will be tested to see if they have the new skill. If they have the skill, they will be tested again a month later to see how well they have kept the skill.

3. Explain to them that their assignments will be placed in a special mailbox. Each student will have his own box. You will place his assignment in his box every day, and it is his responsibility to pick up his assignment at the beginning of skill time. Sometimes the assignment will be to listen to a tape, sometimes it will be to work problems on a sheet of paper. Sometimes a sign will be in the box. If the student has a sign, he is to go to the area of the room indicated on the sign. There he will get further instructions.

4. Tell the students that a signal will notify them when tens book time is over and skill time

begins. (The Manzanita Project found that ringing a small desk bell or flashing off the room lights worked very well.) As soon as skill time is signaled, they are to go directly to their mailboxes for their assignments.

5. Using the actual signal, send the students through a dry run. Then walk them through the routine a second time to be sure they know it.

6. Before explaining the use of the PMU itself to them, tell them they will turn in their work in one of two boxes, one red and one green. The box they put the work in will depend on how much they get done.

At this point, the teacher should explain the use of the PMU itself. This should be done clearly and thoroughly. Any extra time it takes to help children understand PMU use is worth it. Student self-reliance is an important part of this instructional program and will save the teacher much time later. The following procedures should be observed in orienting students to PMU learning:

1. Make an overhead transparency copy of each page of a PMU appropriate to the grade level of the students.

2. Give each student a copy of the same PMU.

3. Using the overhead projector begin working through the PMU lessons with the students.

4. When the students have been thoroughly oriented to the procedures for using a PMU, explain how they are to hand their work in. Tell them that when you give a designated signal (ringing of a desk bell or flashing off of a room light), each student is to fold back his PMU to the page on which he is working and write his name on that page. Explain that this saves you time because you won't have to turn to the front page to see whose PMU it is.

5. Now you explain to them that if they

finish working through all of the assigned lessons on a PMU, they hand the PMU in to the *red* box. This tells the teacher when they are ready to take a post test. However, if the last lesson must be read to the teacher, and the student does well on it, the teacher places it in the red box. If they still have more lessons to do in a PMU, they turn in each day's work in the *green* box.

That will complete the orientation. However, the teacher should not consider it anything more than an orientation. The PMU routine is not extremely difficult to follow, but most of the children will need some initial practice until they have the process well in mind. The teacher should next place the students in the PMUs they need and expect the first few PMUs to serve as training experiences for the students in PMU use. In fact, the students probably should be walked through the first PMUs issued to them after the orientation session.

PLACING STUDENTS IN PMUs

As noted on page 31, students should be placed in the PMU sequence following general diagnosis of skill deficiencies through screen testing, and after more specific diagnosis of skill deficiencies through master skill pre-testing and individual skill pre-testing. The Skill Record Sheet (explained below) will enable the teacher to note where the student is starting and when to check ahead to see which pre-tests and PMUs must be available.

BASIC SKILLS RECORD KEEPING

Record keeping in the basic skills component of SAII is not complex, but it is critical. Two records must be kept. One is the Skill Record Sheet, which enables a teacher to plot individual student and class progress from PMU to PMU on a weekly basis. The other, the Daily Check Sheet, enables a teacher to plot daily student progress through the lesson sequence within each PMU. Each of these records can be kept in a standard teacher's grade book.

The Skill Record Sheet

A representative portion of a Skill Record Sheet is shown in Appendix N. As the reader can see, this portion deals with the PMU sequence from 74 to 93. The nature of each skill is noted at the top of the sheet in each vertical column, and an asterisk indicates which of these are master skills. The row of horizontal boxes beside each student's name allows a teacher to plot student progress through the PMU sequence. The following marking system has worked well in the Manzanita Project:

1. When a student has completed sight word and phonetic analysis screening tests, the teacher should completely pencil in the box ■ for each skill the student knows. If the teacher isn't sure from the screening tests that the student has a particular skill, a pre-test will quickly dispel the uncertainty.

2. If both the screening tests and a pre-test show that the student needs a particular skill, the teacher should place a diagonal mark in the box ⧄ .

3. Once the student is working in the PMU, the teacher should place a diagonal mark in opposite corners of the box to form an X ☒ .

4. Once the student completes the PMU, he will take a post test. If he fails the post test, the teacher should add a vertical line to the box ⧆ . If he passes the post test, the teacher should add a horizontal line to the box ⊠ . The box for a student who first fails and then passes a post test following remediation work will look like this ⧆ .

5. A month later the student will take the delayed recall test for the skill. Once he passes the delayed recall test, the teacher should pencil in the entire box through the existing lines ■ .

6. If he fails the delayed recall test, the box should be marked with an R ⧆ .

Now that the marking system has been explained, the reader can easily interpret overall student progress in the PMU sequence. In the example in Appendix N it is easy to see that Chrissy E., for instance, passed either screening or pre-tests for skills 74, 76, 77, 78, and 79 and required no instruction in these skills. However, she did not pass the pre-test for skill 75. Subsequently, she worked through PMU 75, passed the post test for it, and later passed the delayed recall test.. She is currently doing remedial work in PMU 80 because she failed the post test for it. Either screening or pre-tests show that she will need to work in PMUs 81 through 84 in the near future.

The Daily Check Sheet

While the principal function of the Daily Check Sheet is to help the teacher stay abreast of daily student progress, it also provides a record of student accomplishment at the end of a nine-week grading period. In addition, it helps the teacher to see at a glance which students are concurrently working in the same PMUs and may therefore be placed in a need group.

After pulling student work from the green box, the teacher should conduct the daily check by recording the last piece of work each student completed that day. An example of a Daily Check Sheet is shown in Appendix O. Entries for Tina A. are shown below to illustrate how the record is kept.

	M	T	W	T	F	M	T	W	T	F	M	T	W	T	F	M	T	W	T	F
Tina A.	2	5	**69**	SK	6	7	**74**	AB	4	5	**75**	SK	5	**76**	SK	4				

On Monday of the sixth week, Tina finished page 2 of PMU 68. On Tuesday, she finished page 5, which was the last page of that unit. Therefore, on Wednesday she was placed in PMU 69. The entry for that unit was recorded either in red or in bold print to make it easily distinguishable from entries for page numbers. On Thursday, Tina worked in a skill need group with other children in PMU 69, so the entry "SK" was made. On Friday, she finished page 6 of PMU 69.

On Monday of the seventh week, Tina finished page 7, the last page of PMU 69. On Tuesday, she was placed in PMU 74. On Wednesday she was absent and that was noted with the entry "AB." (Absences must be recorded in the Daily Check Sheet as faithfully as completed work.) On Thursday she completed page 4 and on Friday she finished page 5, the last page of PMU 74.

On Monday of the eighth week, Tina started PMU 75 and on Tuesday worked in a skill need group. On Wednesday she completed page 5, the last page of PMU 75. On Thursday she was placed in PMU 76 and worked on that PMU Friday in a skill need group.

The following Monday, the ninth week, Tina had finished page 4 of PMU 76.

V.
SPECIAL TIME

Special time, which takes about 15 minutes, serves three important functions. First, it gives the student a chance to extend his reading experience through self-directed enrichment activities. Second, it frees the teacher to take care of such responsibilities as checking student work, keeping records, and preparing student materials for the following class day. Third, it serves as a good time to administer written post tests to students.

As mentioned in the section "Teacher-Student Planning Time," the student will choose his special time activities from among options which the teacher lists on the chalkboard during planning time. These are some of those options:

1. Do a Barnell Loft assignment.

2. Do an SRA (Science Research Associates) reading kit assignment.

3. Make a book cover for your tens book.

4. Make a diorama about your tens book story.

5. Share your tens book or a library book with others by making a report about it to the group.

6. Make a list of the leading characters in your tens book story, and skim the book to find a phrase describing each character.

7. Choose two characters in your tens book story and write a make-believe conversation between them.

8. Read a scene from your tens book or from a library book and draw a picture of what you think that scene looks like.

9. Look at a picture in your tens book and write a title for it.

10. Choose an experience one of the characters in the tens book had and write about a similar

experience you have had.

11. Select one page in your tens book and list all the words on it expressing action.

While the student works at one of the above tasks during special time, the teacher should do the monitoring, record keeping, and preparation tasks outlined in the bottom half of the Basic Skill Instructional Process chart in Appendix P. First, the teacher should go to the green box. The teacher should pull unfinished PMUs from the green box and mark each student's progress in the Daily Check Sheet. It should take no more than 30 seconds to check and record each piece of work in the green box. In checking each daily lesson, the teacher should note any students who may have learning difficulties which can be addressed in a need group.

Next, the teacher should go to the red box. It will contain either finished PMUs which should be checked, or it will contain completed oral student post tests. If the student has just finished a PMU which requires a written post test, it should be issued to him during special time the following day. If he has just finished an oral or written post test, the teacher should check the Skill Record Sheet to see which PMU the student needs. (This will have been made convenient by previous administration of a group of pre-tests.) The teacher should pull the required PMU for placement in the student's mailbox the following day. Then the teacher should record the new PMU number for the student on the Daily Check Sheet.

After checking student work in both boxes, the teacher should place new or continuing work assignments into student mailboxes for the following day.

VI. FIRST GRADE READING PROGRAM

At the first grade level, the systems approach to individualized reading instruction is tailored to gradually acclimate children to the comprehension and basic skill learning processes that will follow. Therefore, each component is designed to be non-threatening and to get the children to view learning as a fun process.

PICTURE READING

Since most children don't arrive in the first grade ready to read words and sentences, picture reading is a good device to start them on their way toward comprehension reading. The teacher should follow these procedures for conducting picture reading the first day:

1. The first day of school, have on hand about five to 10 more books than the expected number of students.

2. To start off the session, ask the children to sit on the floor around you.

3. Spread the picture books on the floor in front of them.

4. Ask them, "How many of you would like to start reading today? Did you know you can read without looking at the words? Watch, and I'll show you how."

5. Pick a book you have scanned previously and, beginning at the front of the book, tell a story emphasizing the use of the pictures.

6. After telling the story and discussing it with the students, ask, "What did I use to tell the story? In what part of the book did I start telling the story?"

7. Explain to the children that they are now going to individually "read" a book. But emphasize this important rule: "Reading to yourself is a quiet time, and during this time

you may not talk or bother anyone." Tell them they will read to themselves for two minutes. Set a timer for two minutes.

8. While the students are reading, watch for several of the skills listed in the learning hierarchy in Appendix A. These skills include: "3. Following oral directions," "12. Beginning on left-hand page of book," "13. Eye-hand coordination," and "14. Reading left to right, top to bottom." In a Skill Record Sheet, note those skills each child seems to have.

9. After the timer goes off, have one or two children "read" their books to the rest of the class. At this time, and in subsequent sessions in which children "read" aloud, evaluate additional skills in the hierarchy which seem to be possessed by the children telling the stories. These skills include: "2. Recognition of pictured objects," "6. Interpreting pictures to related stories," "7. Orally telling what went on before and after pictures," "8. Repeating two- to three-syllable words," "16. Using complete sentences," and "17. Sequencing events in pictures." Note those skills the students seem to have in the Skill Record Sheet.

The second day of picture reading, the teacher should have the children begin by selecting the books they are going to read. The teacher should tell them they will read to themselves for a short time and remind them of the rule to be quiet. While they are reading, the teacher should again observe them individually for skills 3, 12, 13, and 14 on the hierarchy. After the timer goes off, the children should pair up and "buddy read" their stories to each other. This will give the teacher further opportunity to observe which children have skills 2, 6, 7, 8, 16 and 17 on the hierarchy.

The third day, the teacher should have the students begin with silent reading, shift to buddy reading, and then take turns sharing their books by reporting to a group of about six or seven other pupils. This routine should serve as the picture reading format until the children begin to read tens books.

As the attention span of the children increases, the teacher should increase the silent reading time length. They should be silent reading for five minutes in one to two weeks.

Those students who show readiness may be given a letter to look for on a page. For example, a student might be asked to identify all the letters on the page that look like this: d. This will give the teacher further information on the child's visual discrimination skills. Some students may even know a few words. The teacher should determine who they are by asking, "Can anyone find a word in your book that you can read to me?" The teacher may ask students who appear ready to look for word patterns such as short *a* in a consonant-vowel-consonant structure.

When to Begin Tens Book Reading

While students are working their way through picture books toward tens books, they will also be learning basic skills during skills time (which will be described in the following section). Arrival at a certain level of basic skills will determine their readiness to begin tens book reading. Specifically, they should have completed their visual and auditory discrimination skills, mastered the alphabet, started working through their Dolch sight words, and have some basic rhyming skills. This means that some students will start their tens book reading as soon as the second week of school.

The beginning tens books are sight oriented. The vocabularies range between five and 60 words, depending upon the book. As students progress through the phonetic decoding skills in their PMUs and as they advance through the first tens books, comprehension reading will demand increasing use of phonetic analysis until sight reading and decoding are in approximate balance.

The format for using tens books in the first grade is the same as for grades 2 through 6. However, while other grades will run several tens books at a time, the first grade will initially be using both picture books and tens books.

BASIC SKILL TIME

Although the teacher should observe students during picture reading for reading readiness skills, formal testing for these skills (numbers 1 through 22 on the skills hierarchy in Appendix A) should be conducted the first week of the year during skill time. Some testing will require the teacher's personal attention, so children not being tested should be occupied with paper cutting and pasting activities. Using readiness tests initially supplied from the Manzanita Project, the teacher should be able to test most of the students within the first week. Like skills observed during picture reading, skills diagnosed through formal testing should be entered in the Skill Record Sheet. Once the precise readiness needs of the students have been diagnosed, the teacher should start them in formal skill learning activities.

As the reader can see by looking at the skills hierarchy in Appendix A, many readiness skills are not taught through the use of PMUs. Those skills which are not taught through PMUs should be taught by the teacher individually, should be taught by the teacher in a need group, or should be learned by the student through readiness games. In addition, many of these readiness skills can be developed during the picture reading period.

Since the students will begin using PMUs either immediately after diagnostic testing or within a short time, the teacher should begin introducing the children to their mailboxes as soon as the second day of class. By distributing reading readiness worksheets and other materials through mailboxes before students ever see a PMU, the teacher will be preparing them for forthcoming use of the mailboxes as a means of picking up PMU assignments. It is especially important that first graders be walked through the mailbox routine several times or at least until the teacher is satisfied that they know the procedure.

Skill time use of PMUs for first graders is basically the same as for children in later grades. However, the teacher must spend more effort in seeing that first graders understand and observe the procedures for collecting, using, and handing in their PMUs. The students should be started in PMUs as soon as the teacher notices enough common beginning PMU skill needs among individuals to start introductory groupings. Students should be "walked through" the use of the PMU just as they were earlier walked through the use of the mailbox. The best way to do this is to work the first two or three pages of a PMU with the students and then to assign them the remaining pages to work by themselves. This procedure should be repeated with each group of children who reach readiness to enter a particular PMU.

It is particularly useful in this orientation process to make the students aware of the different lesson formats and their requirements in each PMU. For example, they should be taught that a certain type of exercise will require them to use a cassette tape; another will require them to cut out letters to make nonsense words; and yet another will require them to read words to the teacher.

It is important that the children understand which assignments they are to do and which they are not to do. So, the teacher should explain carefully that each day's PMU assignment will be in the student's mailbox turned to the page at which the student is to begin working. And the teacher should further explain that lessons on pages which are crossed out should not be done. Students should be oriented to proper use of the red and green lesson deposit boxes and reminded that their lessons should be handed in folded out at the last completed page with their name written at the top of the page. The teacher should drill students in these procedures until they know the routine by heart.

It is recommended that alphabet skills not be taught during skill time. The Manzanita Project found that keeping children in alphabet PMUs during skill time slowed their progress in mastering basic skills. It proved more advantageous to teach children alphabet skills in the afternoon in conjunction with Dolch sight words. This enabled the children to work on two skills during the same day. Many students in the Manzanita Project work on initial consonants in the morning and the alphabet in the afternoon.

THE KEY WORD METHOD

Students' initial learning experiences in picture reading, basic skills work and the Dolch sight words should be complemented by the key word method, which should be taught separately from these other experiences. The key word method is an individualized language experience approach modeled after Sylvia Ashton Warner's work with the Maoris of New Zealand. It operates on the principle that what can be said by a child can be written, and what can be written can be read. It starts each child toward a collection of personally important words which he can say, write, and read. It motivates him by showing him that he *can* read. It gives him a basis for seeing that individual words are made up of separate letters with separate sounds and for seeing that words in turn make up larger patterns (sentences) that convey more complex meanings.

The teacher should begin the key word approach the first day of school by giving each child a hinged key ring with several 12-inch by three-inch blank word strips attached to it through a hole punched in the end of each strip. This first day, the teacher should use the child's name as the key word and follow the steps outlined for the first day on the "Key Word Method Steps" instruction chart on page 59. The child's name can then be kept on the ring to identify his future words. In doing this, the teacher should deal with only eight or so students at a time. This will require giving other students some activity that does not take much direction.

The next day, following the same procedure of meeting with small groups, the teacher should start students through the key word procedure with real key words.

The teacher may open the activity by telling the children something like, "Today on my way to school, I thought of a very special word; and the more I thought about that word, the more I wanted to learn it. I am going to share my special word with you." The teacher should then tell the children the word and write it on a key word card, saying the names of each letter as the word is written, and finally showing them the written word. Then the teacher should ask them to close their eyes, think of all the words they know, and choose a word that is very special to them. It is important to caution them that it must be a very special word or they may not remember it later. Then, following the steps listed in the "Key Word Method" outline, the teacher should take the children through the key word routine.

Later in the school year, when the students show individual readiness, the teacher may ease each of them from key word activity into creative writing.

KEY WORD METHOD STEPS

Day 1:

1. The child thinks of a special word and whispers it to the teacher. He tries to say each letter after the teacher writes it.

2. The child watches as the teacher writes his word on a 12-inch by three-inch word strip.

3. The child traces over the word with his finger, saying each letter as he does so. This allows the teacher to check and reinforce the child's penmanship skills.

4. The child then writes his word on the chalkboard.

Day 2:

1. The child writes the word a number of times on penmanship practice paper. This reinforces the writing of the word while it helps develop penmanship skills.

Day 3:

1. The child dictates to the teacher a sentence containing his key word and the teacher writes the sentence on the ruled bottom half of an 18-inch by 12-inch piece of newsprint.

2. The child illustrates the sentence in the upper space of the paper.

Day 4:

1. The child practices writing the sentence on penmanship practice paper. This reinforces his use of the word in a sentence context, helps further develop penmanship skills, and also gives him useful learning experiences in mastering such language mechanics skills as capitalization and sentence structure.

Day 5:

1. The teacher writes the child's sentence on a 24-inch by three-inch sentence strip, which the child reads and then cuts into individual words.

2. The child may try to form a new sentence with the word pieces from earlier sentences. He keeps his words in an envelope for making other sentences later.

Day 6:

1. The child chooses a new key word.

DOLCH SIGHT WORDS

After the children have finished working on their alphabet skills, they should begin working in Dolch sight word PMUs. As the sample Dolch PMU in Appendix Q illustrates, the format of the Dolch PMU is similar to the basic skills PMU format. The student begins by taking a pre-test, then works through a variety of learning activities, and finally takes a post test to be sure that he has learned the Dolch words in that particular set. As he works through the 24 Dolch PMUs, he takes delayed recall or review tests at regular intervals.

In the appended Dolch PMU, the first learning activity requires the student to listen to a tape of words for the first Dolch set and say each word.

In the second learning activity, the student cuts apart the list of Dolch words to make individual flash cards. Then he practices flashing and identifying each card with a partner.

In the third learning activity, the student plays a game with a partner. A limited number of games, such as checkers, road race, and dead duck, which were mentioned earlier, make it easy for the children to use the games with a minimum need for teacher assistance.

The fourth learning activity requires the student to read sentences on a worksheet, interpret their meaning, and draw a picture to represent what he thinks they mean. The teacher should check his completed work.

The fifth learning activity requires the student to make up a sentence using at least three words from the Dolch set in the PMU. This will require some drill for students to learn, but it is an important learning activity. Perhaps the best way to help students form sentences with the sight words is to have them lay out the flash cards and move them around until sentence ideas are suggested by the cards. The child can simply fill in any needed connecting words when he writes the sentence. The teacher should check the completed work.

In the sixth learning activity, each student and a partner will begin to practice identification of flash cards in the word set with a 30-second timer or clock with a sweep second hand in preparation for the post test. The partners should work with the timing device until they can say all the words within 30 seconds.

The teacher should administer the post test with a large set of flash cards for the word set. As each word is flashed, if the child can say all the words in the set within 30 seconds, he is ready to begin the next Dolch PMU.

Delayed recall testing for Dolch word mastery is administered to the student in the form of one-page stories containing most of the words for a group of four Dolch word sets. (A Sample test story set is contained in Appendix R.) For example, the first test covers Dolch sets 1 through 4; the second test, sets 5 through 8; the third test, sets 9 through 12; and so on. Beginning with the test for word sets 1 through 4, after the student has completed the eighth Dolch PMU, a review test should be administered at the end of every four Dolch PMUs the student completes. After finishing the 24th PMU, the student should take the story test for PMU group 16 through 20, and shortly thereafter, the test for group 20 through 24.

Record keeping for student progress in the Dolch sight words is simple. Using a standard grade book, the teacher should number the 24 Dolch sets horizontally and indicate a review test after each group of four sets with an R. If a child is working in a PMU or reviewing for a delayed recall test, the appropriate box should be marked with a diagonal slash and the date the child begins the activity. Once the child has completed the unit or the review, the box should be completed with an X. The following sample record sheet illustrates the procedure:

	1	2	3	4	R	5	6	7	8	R	9	10	11	12	R
Pete	9/17	9/25	10/1	10/8	11/6	10/15	10/21	10/30	11/4						
Mary	9/17	10/12													
Ann	9/18														
Betty	9/19														
Tom	9/17	10/16													
Frank	9/14	9/30	10/15	10/31		11/8									

Pete has completed work on sets 1 through 8 and is *reviewing sets 1 through 4 for his delayed recall* test. Mary and Tom are working on set 2, while Ann and Betty are working on set 1. Frank is working on set 5.

The teacher should keep in mind that the Dolch PMUs, excepting a few required teacher checks of student work, lend themselves well to student-directed learning. Therefore, the teacher should place heavy initial emphasis on training the students to use Dolch PMUs with a minimum of direction. As part of this emphasis on student responsibility in the Dolch sight words, students should not be required to turn in their Dolch PMUs at the end of each work period. However, they must be cautioned to take good care of these PMUs.

One additional note in regard to Dolch words is in order. The Manzanita Project found that children who hadn't mastered all 24 Dolch word sets were not ready for spelling instruction. Therefore, the teacher should probably avoid placing students in formal spelling until they have completed the Dolch sight words.

Appendix A

READING HIERARCHY

Revised August 1974

**N.U. 1. Name in print

**N.U. 2. Recognition of pictured objects

**N.U. 3. Following oral directions

**N.U. 4. Recognition of colors

**N.U. 5. Recognition of spatial factors

**N.U. 6. Interpreting pictures to related stories

**N.U. 7. Orally telling what went on before and after pictures

**N.U. 8. Repeating two- to three-syllable words

**N.U. 9. Hearing and identifying common sounds

**N.U. 10. Recognizing basic geometric shapes

11. Classifying objects into broad categories

**N.U. 12. Beginning on left-hand page of book

13. Eye-hand coordination

14. Reading left to right, top to bottom

**N.U. 15. Association of pictures to words

**N.U. 16. Using complete sentences

**N.U. 17. Sequencing events in pictures

18. Identification of likeness and differences in objects other than pictures

19. Identification of likeness and differences in pictures

20. Identification of likeness and differences in letters of the alphabet

21. Reproducing simple shapes and letters

**N.U. 22. Reproducing geometric shapes from memory

**N.U. = No Unit (PMU)

23. Matching capital and small letters of alphabet

24. Writing alphabet - capital and small letters

25. Writing alphabet in order

26. Starting Dolch (sight word recognition) series

**N.U. 27. Learning location of sounds - front, middle back

**N.U. 28. Reading color words

**N.U. 29. Recognizing number of sounds in spoken words

**N.U. 30. Recognizing nonhuman sounds that sound alike

31. Rhyming words

**N.U. 32. Determining when names of pictured objects begin with the same sound

33. Initial consonant *m*

34. Initial consonant *f*

35. Initial consonant *t*

36. Initial consonant *c*

37. Initial consonant *n*

38. Initial consonant *r*

39. Initial consonant *s*

*40. Identify vowels

41. VC - short *a*

42. Short *a* - CVC

**N.U. 43. Review

44. Sequence in pictures

45. Initial consonant *p*

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* = Master Skill - relates to a number of skills

46. Initial consonant *b*
47. Initial consonant *k*
48. Initial consonant *w*
49. VC - short *i*
50. Short *i* - CVC
**N.U. 51. Review
52. Plural *s*
53. Initial consonant *d*
54. Initial consonant *j*
55. Initial consonant *l*
56. Initial consonant *h*
57. VC - short *o*
58. Short *o* - CVC
**N.U. 59. Review
60. Initial consonant *g*
61. VC - short *u*
62. Short *u* - CVC
**N.U. 63. Review
64. VC - short *e*
65. Short *e* - CVC
66. Initial consonant *r*
67. Initial consonant *y*
68. Initial consonant *z*
69. Initial consonant *qu*
**N.U. *70. Review of initial consonants and phonograms
**N.U. *71. Review of VC pattern

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* = Master Skill - relates to a number of skills

*72. Review of short vowel - CVC pattern
*73. Final consonants
*74. Identification of long vowels
*75. Magic _e_
76. _r_ blends
77. _l_ blends
78. _s_ blends
*79. Review of blends
80. _ch, sh_
81. _th, wh_
*82. Review _sh, ch, th, wh_
83. _ing_ endings
84. _ar_
85. _ed_ ending
86. Final _ch, sh, th_
87. Final _ng, nk, ck_
*88. Review final _ch, sh, th, ng, nk, ck_
89. Synonyms, level 1
90. Antonyms, level 1
91. Contractions _I'm, isn't, it's, can't, don't, didn't_
*92. Alphabet in order
93. _ai, ay_
94. _ea, ee_
95. _oa, oe_
*96. Review vowel digraph

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* = Master Skill - relates to a number of skills

97. Compound words, level 1
98. *ly* ending
*99. Review *ed, ing, ly*
100. Identifying number of syllables
*101. Sounds of *y* as vowel
102. *er, ir,*
103. *or, ur*
*104. Review *r*-vowels
105. *oi, oy*
106. *ow, ou, ōw*
*107. Review of *oi, oy, ou, ow*
*108. *o͞o, o͝o, ew*
*109. Compound words, level 2
110. Synonyms, level 2
111. Homonyms, level 1
*112. Contractions
113. *old*
*114. *au, aw*
115. Soft *g*
116. Soft *c*
*117. Review soft *g* and *c*
*118. *gh, kn, mb, wr*
*119. *gh, ph*
120. Antonyms, level 2
*121. Classification
*122. *'s* and *s'* as ownership

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* = Master Skill - relates to a number of skills

**N.U.	*123.	Review of all phonetic elements (screening test)
	*124.	Identifying vowels, consonants
	*125.	Syllables in words
	*126.	Open and closed syllables
	127.	VC/CV (CC same)
	128.	VC/CV (CC not same)
	129.	VC/CV (one C digraph or blend)
**N.U.	*130.	Review of VC/CV
	*131.	Meaning of prefix
	132.	*un, re*
	133.	*pre, dis*
	*134.	Know suffix
	135.	*able, er, ful, est*
	136.	V/CV (C single letter)
	137.	V/CV (C blend or digraph)
**N.U.	*138.	V/CV
**N.U.	*139.	VC/CV, V/CV
	140.	*in, im*
	141.	*less, ly*
**N.U.	*142.	Prefixes, suffixes so far
	143.	signal consonant *le*
	144.	*ment, ness*
**N.U.	*145.	Syllabication generalizations
	146.	*tion, sion*
**N.U.	*147	*ment, ness, ship, tion, sion*

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* = Master Skill - relates to a number of skills

*148. Antonyms, level 3

**N.U. *149. 4 syllabication patterns in multi-syllable words

150. *trans, sub*

151. *hood, ward*

**N.U. *152. *trans, sub, hood, ward*

153. Syllabication of prefix, suffix

*154. Synonyms, level 3

*155. Homonyms, level 2

Appendix B

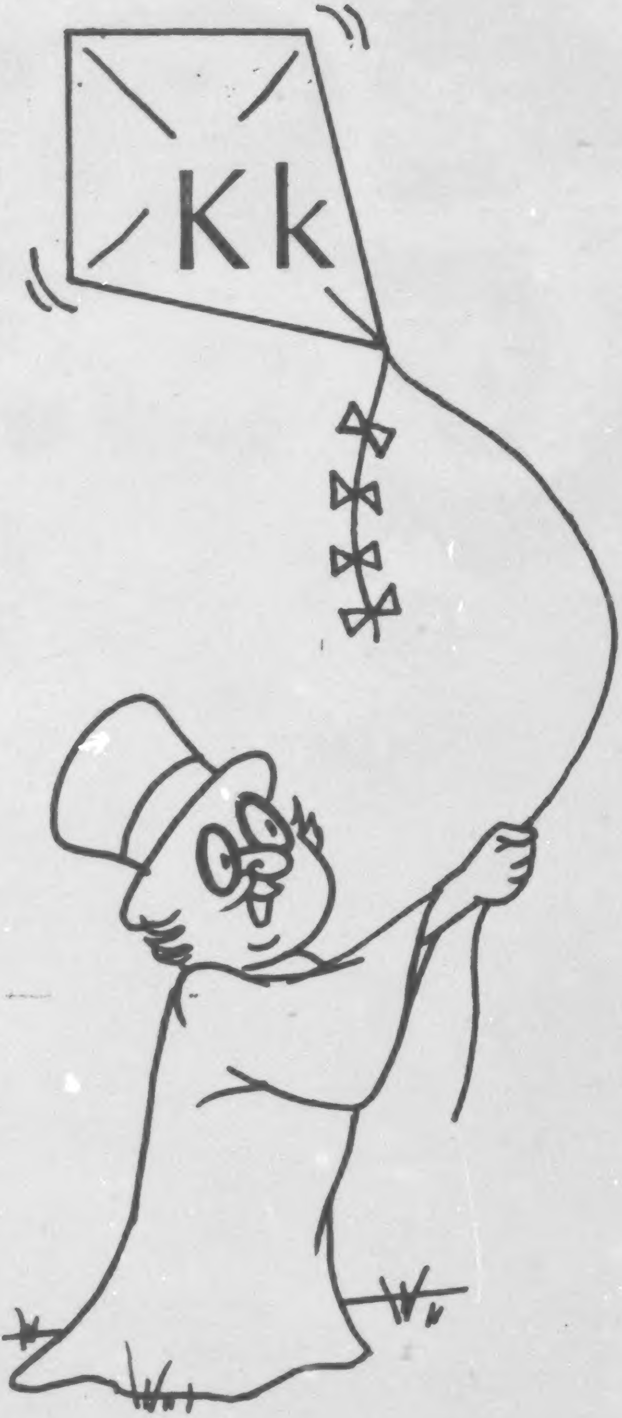
NAME

LESSON	Pre-Test	1	2	3
USE	Pre-Test 47 Pencil	Tape 47K-1 Crayons Pages 1,2 and 3	Tape 47K-2 Filmstrip	Game "Find K Pictures" Page 4
DO	Write Read	Listen Write	Look Listen	Cut Paste
DONE	(C)	(C)		

LESSON	4	5	6	7	8	Post Test		
USE	Pencil Page 5	Tape 47K-3 Pencil Pages 6,7	Pencil Pages 8,9	Page 10	Game 47	Post Test 47 Pencil		
DO	Write	Listen Write Cut Play Flash-It	Write	Partner Read	Play	Write		
DONE	(C)	(C)	(C)	(C)		(C)		

I.O.

When you have finished this unit, you will be able to read out loud at least three (3) K words.



keep

kind

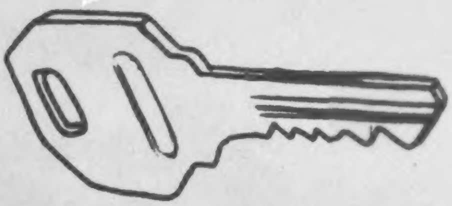
kitten

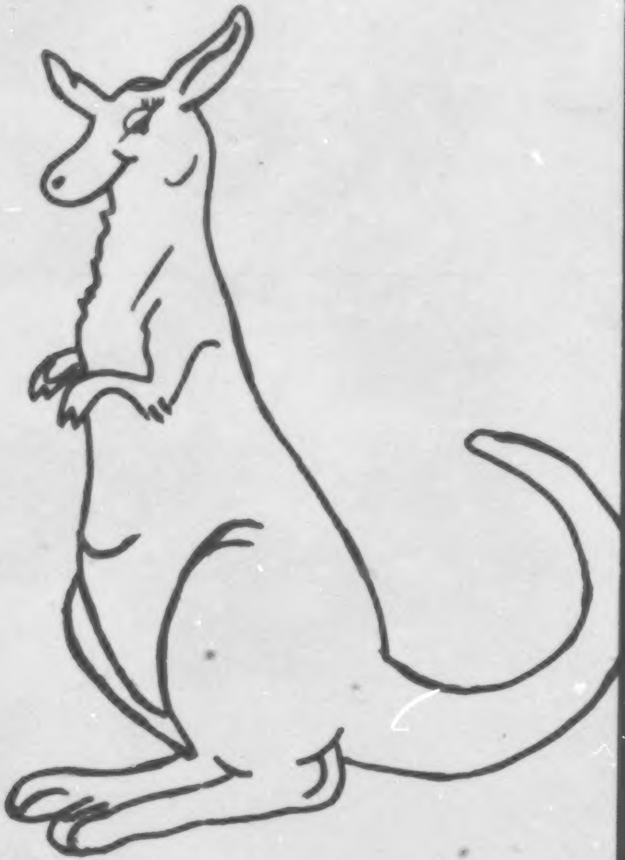
Kris

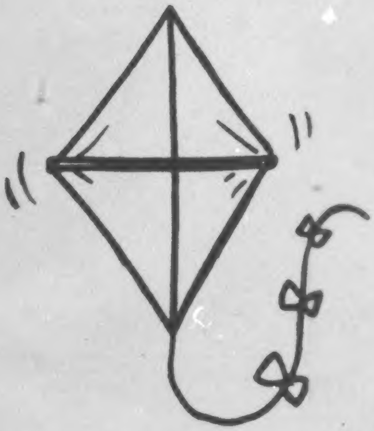
kick

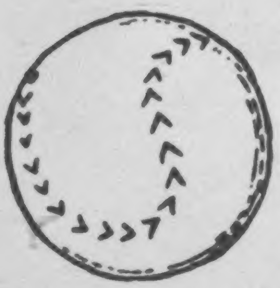
Lesson 1
Page 2
Tape 47K-1

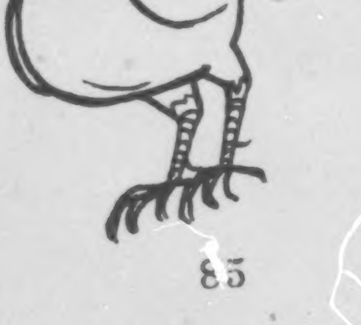
K k

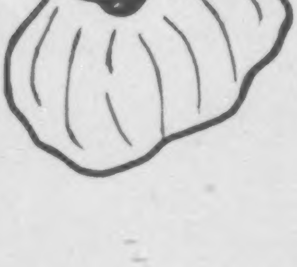






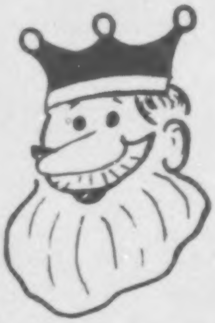


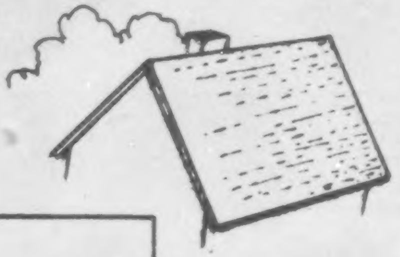


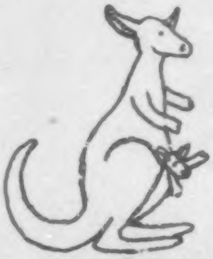


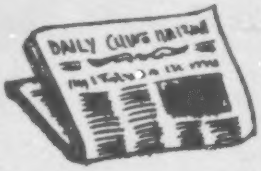
Lesson 1
Page 3
Tape 47K-1

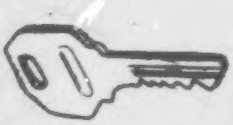
Directions: Say the name of each picture. Print a k in the box if the name of the picture begins with k.

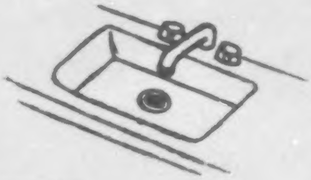


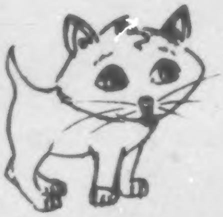


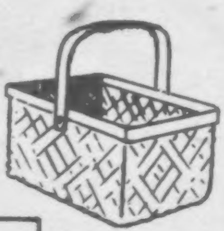


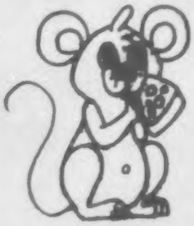


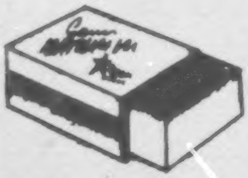


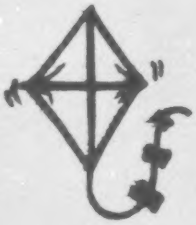


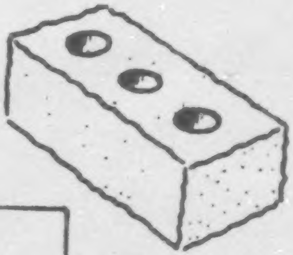






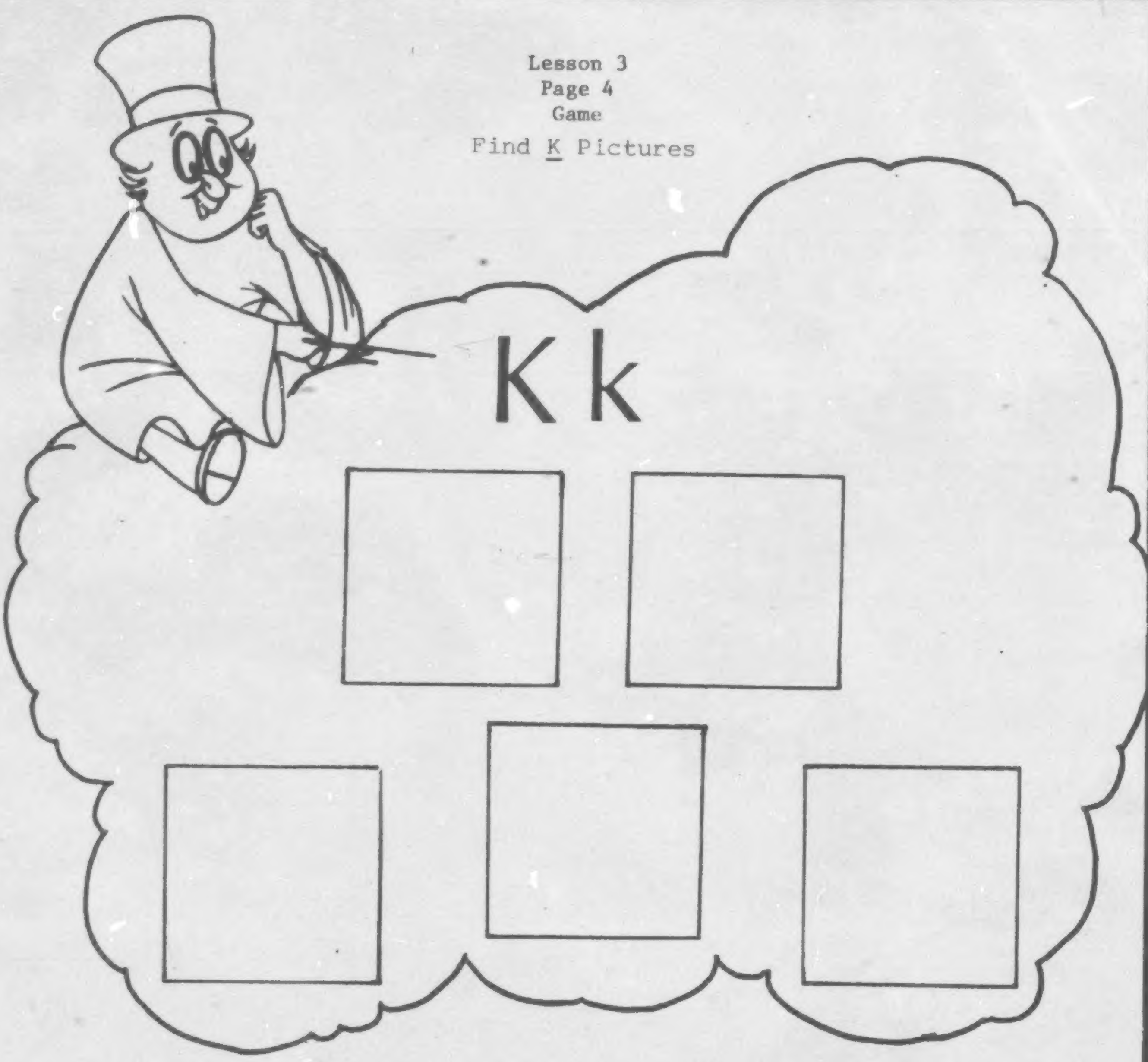


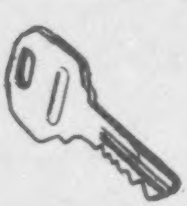


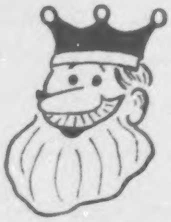


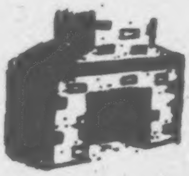
Lesson 3
Page 4
Game

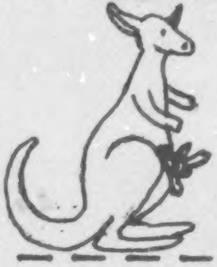
Find K Pictures

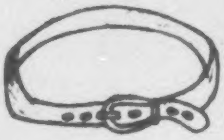


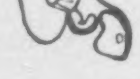


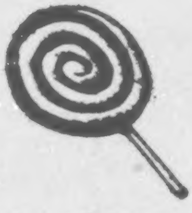


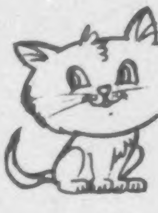


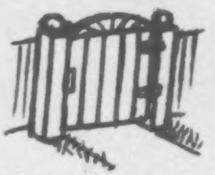


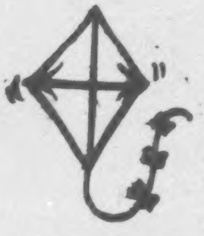






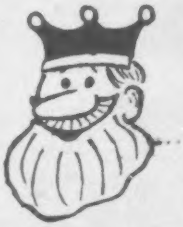


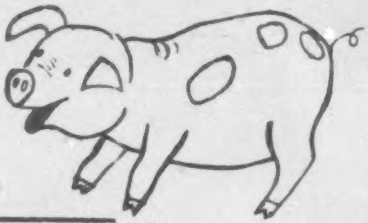


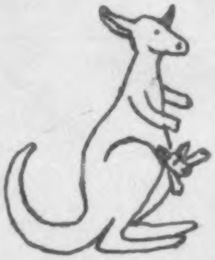


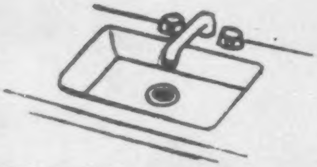
Lesson 4
Page 5

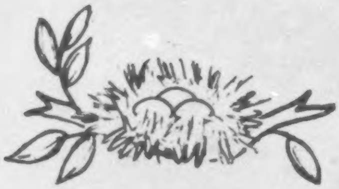
Directions: Say the name of each picture. Write the beginning sound you hear in the box.

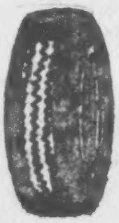


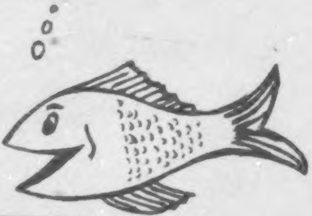


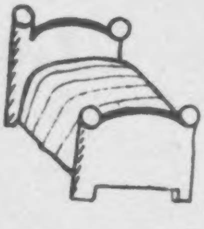


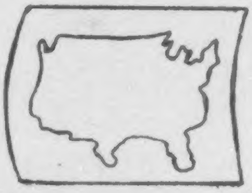


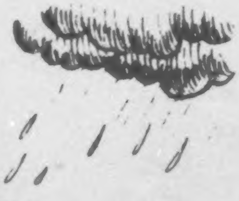


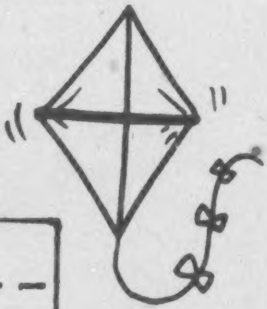


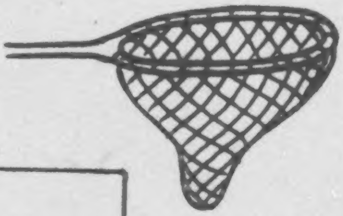












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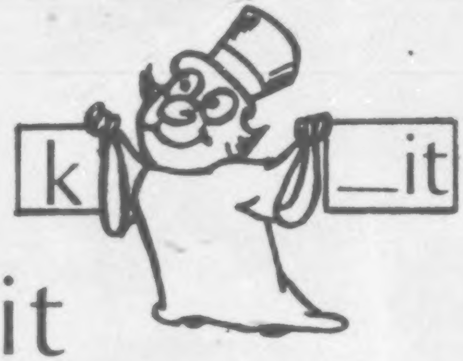

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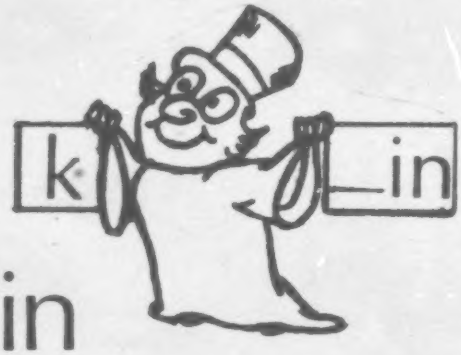

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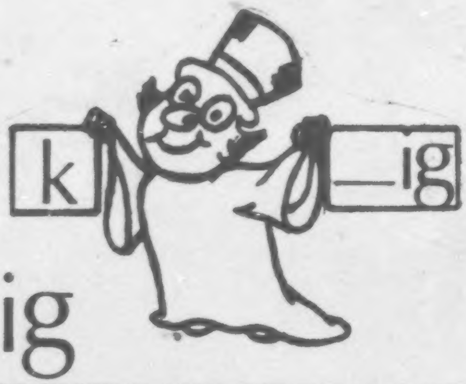

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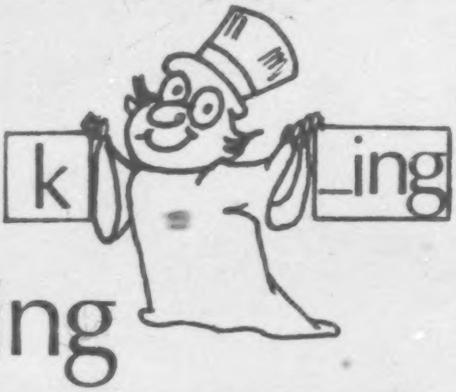


__ing

Read these Magic words.

in

ig

it

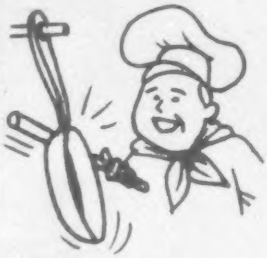
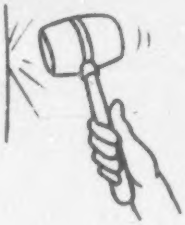
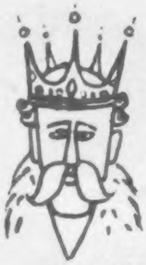
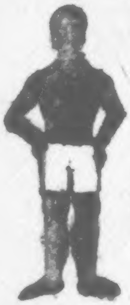
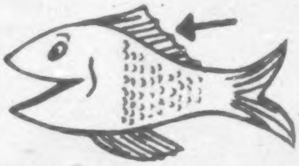
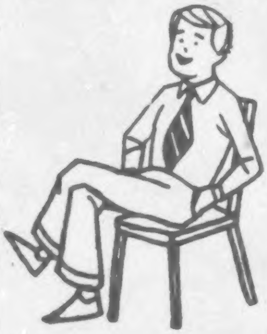
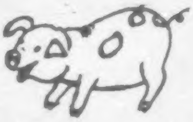
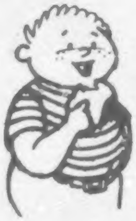
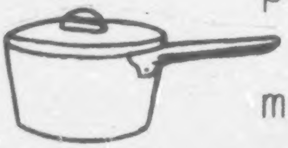
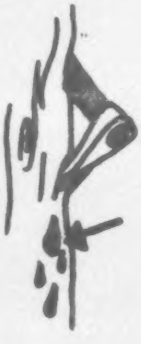
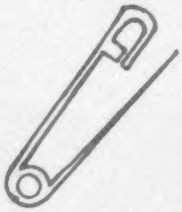
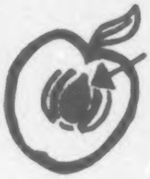
ing

Now use the Magic words and the letters below to make new words.

b	m	in	it
p	f	ig	ing
s	r	t	

Lesson 6
Page 8

Directions: Draw a circle around the word that names each picture.

 hit sat	 ban rap	 kind King
 tan pun	 fon fin	 sat cot
 gip pig	 fat tin	 pan mun
 lit sap	 pin nat	 big pit

Lesson 6
Page 9

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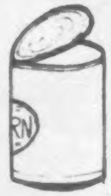	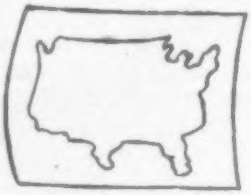	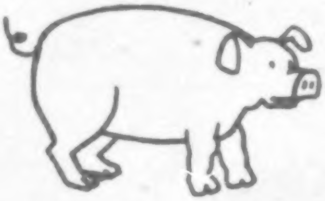
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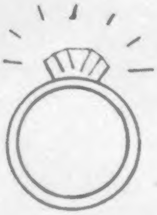	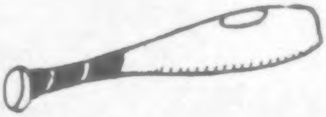	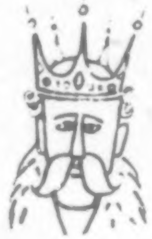
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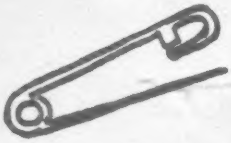	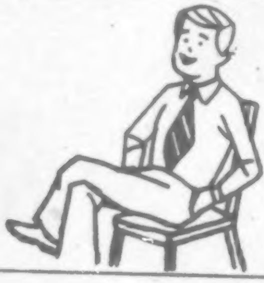	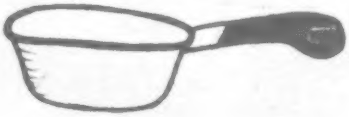
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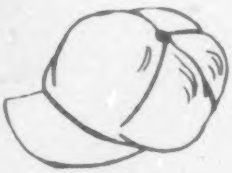	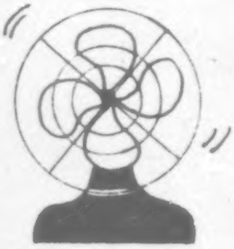	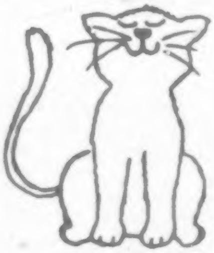
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Name ______________________ Skill 47

Read these words to a partner.

kin

pit

king

big

kit

pig

kig

sing

fin

rit

Now read them to a corrector.

Appendix C

TENS BOOK CATALOG

Publisher	Level	Title of Book
F	P.P. (pre-primary)	The Birthday Car
F	P.P.	Cinderella at the Ball
F	P.P.	Circus Fun
F	P.P.	The Funny Baby
F	P.P.	A House for Little Red
F	P.P.	The Little Runaway
F	P.P.	The Magic Beans
F	P.P.	The Snow Baby
F	P.P.	The Three Bears
F	P.P.	The Three Goats
F	P.P.	The Three Little Pigs
F	P.P.	The Yellow Boat
HR	1	Albert the Albatross
F	1	Animal Hat Shop
F	1	Big Bug, Little Bug
F	1	Big New School
F	1	Bing Bang Pig
F	1	Curious Cow
F	1	Gertie the Duck
F	1	The Hill That Grew
HR	1	Horse in Harry's Room
S	1	Indian Two Feet and His Horse
F	1	In John's Back Yard
F	1	Jiffy, Miss Boo and Mr. Roo

F = Follet
HR = Harper Row
S = Scholastic

F	1	Just Follow Me
HR	1	Last One Home is a Green Pig
F	1	Little Red Hen
HR	1	Little Bear
F	1	Little Quack
F	1	Mabel, the Whale
F	1	Mr. Barney's Beard
F	1	Nobody Listens to Andrew
F	1	Pearl Goes To School
F	1	The Roly Poly Cookie
F	1	Sad Mrs. Sam Sack
HR	1	Small Pig
F	1	Splendid Belt of Mr. Big
HR	1	Thunderhoof
F	1	Too Many Dogs
F	1	The Wee Little Man
F	2	Barefoot Boy
F	2	Benny and the Bear
HR	2	Big Max
S	2	The Bigger Giant
F	2	The Boy Who Would Not Say His Name
HR	2	The Case of the Cat's Meow
HR	2	The Case of the Hungary Stranger
HR	2	The Case of the Dumb Bells
S	2	Clifford's Halloween
S	2	Clifford, the Big Red Dog
HR	2	Danny and the Dinosaur
F	2	Day on Big O
S	2	Eagle Feather
F	2	The Four Friends
S	2	Frog and Toad Are Friends

F = Follett
HR = Harper Row
S = Scholastic

S	2	Frog and Toad Together
S	2	Gordon the Goat
HR	2	The Homework Caper
S	2	Jack and the Beanstalk
S	2	Kick, Pass & Run
F	2	Kittens and More Kittens
S	2	Little Racoon and the Thing in the Pool
S	2	Little Racoon and the Outside World
S	2	Look Out Mrs. Doodlepunk
S	2	Lucky and the Giant
S	2	The Magic Fish
S	2	Not This Bear
S	2	Old Charley
F	2	One Day Everything Went Wrong
S	2	A Pony for the Winter
S	2	Puss and Boots
F	2	Peter's Policeman
S	2	Rabbit and Skunk and the Big Fight
S	2	Rabbit and Skunk and Spookie
F	2	Ride Willy Ride
S	2	Sad Day - Glad Day
HR	2	Sammy the Seal
S	2	Silly Sam
HR	2	Secret Three
F	2	Sparky's Fireman
S	2	Stone Soup
F	2	The Three Billy Goats Gruff
S	2	The Three Dollar Mule
S	2	Tony's Treasure Hunt
S	2	Too Much Noise
S	2	Tumble, Story of a Mustang
F	2	A Uniform for Harry

F = Follett
HR = Harper Row
S = Scholastic

S	2	Waggles and the Dog Catcher
HR	3	Who's a Pest?
S	3	Amelia Bedelia
CM	3	A Bear Called Paddington
S	3	The Best Loved Doll
S	3	Big Horse, Little Horse
S	3	The Big Pile of Dirt
S	3	Bread and Jam for Francis
CM	3	The Cat That Clumped
S	3	Calvin and the Cub Scouts
S	3	Caroline and Her Kettle Named Maud
S	3	Casey, The Utterly Impossible Horse
S	3	Curious George
S	3	Curious George Gets a Metal
S	3	Curious George Rides a Bike
F	3	Danny's Glider Ride
S	3	A Duck for Keeps
S	3	Eddie's Pay Dirt
S	3	The Emperor's New Clothes
S	3	Enemies of the Secret Hideout
S	3	Georgie
S	3	Georgie and the Robbers
S	3	Ghost, A Witch and a Goblin
CM	3	Genie and Joe Maloney
S	3	The Hungry Thing
S	3	How to Care for your Monster
S	3	Harvey's Hideout
S	3	The Little's
S	3	Lost Pony
S	3	Louis Braille
S	3	The Man Who Didn't Wash His Dishes
S	3	Mean Max Chickens Out

CM = Consulting Media
F = Follett
HR = Harper Row
S = Scholastic

S	3	Mr. Blue
S	3	Mystery in the Night Woods
CM	3	A Pony Called Lightening
	3	Quarterback's Aim
S	3	Riding the Pony Express
S	3	Sam the Minuteman
S	3	The Secret Hideout
CM	3	The Secret Valley
	3	Snake in the Carpool
S	3	Squanto
S	3	Star of Wild Horse Canyon
S	3	That Noodle-Head Epaminondas
S	3	What's for Lunch, Charley
S	4	Baked Beans for Breakfast
CM	4	Bear Called Paddington
S	4	Catcher with a Glass Arm
CM	4	Bill Bergson Master Detective
CM	4	Charlotte's Web
S	4	The Children Who Stayed Alone
	4	Depend on Katie John
S	4	The Dragon's Handbook
S	4	Elbert the Mind Reader
S	4	Ellen Tebbits
S	4	Encyclopedia Brown
S	4	Encyclopedia Brown Gets His Man
S	4	Ghost Cat
S	4	Ghost Town Treasure
S	4	Ghosts Who Went to School
S	4	The Ghostly Trio
S	4	Ginnie and the Mystery Doll
S	4	Henry and the Clubhouse
S	4	Henry and the Paper Route

CM = Consulting Media
S = Scholastic

S	4	Here Comes Charley
S	4	Impossible Pet
S	4	Katie Kittenheart
	4	Katie John
S	4	M is for Mischief
S	4	The Magic Tunnel
	4	The Middle Sister
CM	4	The Midnight Beast
S	4	Mitch and Amy
S	4	The Monster Fish
S	4	Miss Pickerell Goes to the Arctic
S	4	Mystery in the Pirate Oak
S	4	Mystery on Nine Mile Marsh
S	4	Mystery Player at Left End
S	4	No Such Thing as a Witch
S	4	One Hundred Pounds of Popcorn
S	4	Project Cat
CM	4	Rabbit Hill
S	4	Ready-Made Family
S	4	Runaway Alice
S	4	Remarkable Ramsey the Talking Dog
S	4	Steady Freddie
S	4	Story of Holly and Ivy
CM	4	Shadrack
S	4	Touchdown for Tommy
S	4	Trapped in Ice
S	4	The Trolley Car Family
CM	4	Tough Winter
S	4	The Wednesday Witch
S	4	Twenty-Seven Cats Next Door
CM	5	Strawberry Girl
CM	5	A Girl Called Al

CM = Consulting Media
S = Scholastic

S	5	A Room for Cathy
CM	5	Anchor Man
S	5	The Big Wave
CM	5	The Black Cauldron
CM	5	The Book of Three
CM	5	The Bully of Barkham Street
CM	5	Charley Starts from Scratch
S	5	Danny Dunn and the Homework Machine
S	5	The Enormous Egg
CM	5	The Furious Flycycle
S	5	Ginnie and the New Girl
S	5	Hans Brinker and the Silver Skates
S	5	Heidi
S	5	Henry Huggins
S	5	Homer Price
CM	5	The Long Secret
CM	5	Miss Hickory
S	5	Misty of Chincoteague
CM	5	Master Entrick
S	5	Mr. Popper's Penquins
S	5	The Mystery of the Crimson Ghost
SS	5	Mystery of the Empty House
CM	5	Orphans of the Wind
CM	5	Paddington Helps Out
S	5	Paul Bunyan Swings His Ax
CM	5	Peter Graves
S	5	Ripsnorters and Ribticklers
S	5	Search for a Living Fossil
S	5	Skeleton Cave
S	5	Stories from the Peterking Papers
CM	5	Stuart Little
CM	5	Tom Sawyer
S	6	Big Red
CM	6	Castle of Llyr

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S	6	Call It Courage
S	6	Christmas Carol
S	6	Daughter of the Mountains
S	6	Follow My Leader
CM	6	High King
S	6	It's Like This Cat
S	6	Little Women
S	6	The Loner
S	6	My Side of the Mountain
S	6	Revolt on Alpha C
S	6	Sound of Crying
S	6	The Secret of Deer Mountain
CM	6	Taran Wanderer
S	6	Tom Sawyer, Detective
S	6	Tunnel Through Time
S	6	Pivot Man
S	JH	Call of the Wild
CM	JH	Johnny Tremain
S	JH	Swiss Family Robinson
S	JH	The Twenty-One Balloons
S	JH	White Fang
S	JH	Prince and the Pauper
S	JH	Men of Iron
CM	JH	Devil and Daniel Webster
SS	JH	Dracula

CM = Consulting Media
S = Scholastic

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520 East State Street
P. O. Box 391
Jacksonville, Illinois 62650

Harper Row Publishers
Book Order Department
49 E. 33rd Street
New York, New York 10016

Follett
1010 West Washington Blvd.
Chicago, Illinois 60607

Scholastic Book Service
904 Sylvan Avenue
Englewood Cliffs, N.J. 62650

Appendix D

SAMPLE DISCUSSION QUESTIONS

HOW TO CARE FOR YOUR MONSTER

Lesson 1 Vocabulary:

monster	3
healthy	3
questions	4
midnight	5
expensive	6
carefully	6
slightly	6
damaged	6
owners	7
villagers	7
Frankenstein	8
project	8
neighborhood	8
probably	8
charge	8
appearance	19
activities	22
popular	22
comfortable	10
corner	10
shriek	10
electricity	11
jolt	11
sluggish	11
dangerous	12
overcharged	14
excess	14
energy	14
vacuum cleaner	14
problem	15
explore	16
curiosity	17
introduce	18
polish	19
horrible	22

Recall - Identification:

1. What is this book about? How to get a monster and how to keep him healthy and happy. p. 3

2. Where could you get a monster if you live in the right town? At the monster store. p. 4

3. When do most monster stores open? Midnight. p. 5

4. Why should you check a used monster carefully? He may be damaged. p. 6

5. How could a monster get damaged? Thrown over a cliff or burned. p. 7

6. Who do you see about putting a Frankenstein monster together? Friendly neighbordhood mad doctor. p. 8

7. If you found a monster in the Mad Doctor's office, why might he follow you home? If he likes you. p. 9

8. Where should you put your monster when you get him home? Dark corner in cellar. p. 10

9. How can you make him feel better the first night? Rattle a chain and shriek a little. p. 10

10. Since Frankenstein monsters don't eat, what do they need to keep them going? Electricity. p. 11

11. After a good thunderstorm how can your monster get rid of his overcharge? By running the vacuum cleaner and other things. p. 16

12. Why should you let your monster explore dark cellars or manholes? A little curiosity never hurt anyone. p. 17

13. Why should you introduce your Frankenstein monster to your friends? He enjoys meeting people. p. 18

14. Why is the Frankenstein monster the nicest kind? They always look like a monster. p. 19

15. How can you give your monster pride in his appearance? Polish his neck and wrist bolts and sew up any loose stitches. p. 19

16. Who might help you if you can't see? Mom. p. 19

17. How can you keep his skin a nice smooth green? Use your sister's green eye-shadow. p. 19

18. What is the biggest night in any monster's life? Halloween. p. 20

19. What will the monster like to do with you? Watch horrible, mean, nasty shows on television. p. 22

Recall - Organization:

1. Number the sentences in the order they happened in the story:

_____ Send your monster out to play in a thunderstorm with a metal pole in his hands.

_____ Help your monster take a lot of pride in his appearance.

_____ Share your activities with your monster as he is almost like one of the family.

_____ Take your monster for a walk.

_____ Make your monster comfortable by putting him in a dark corner in the cellar.

B. Interpretation - Summarization:

1. Read pages 20 and 21 and write a good title for them.

Interpretation - Conclusion:

1. After you ask your Dad for some money to buy a monster why should you thank him and run?

2. Why would you want to take a friend along when you go to the monster store?

3. Why might the owners of a monster or other people, damage a monster?

4. Why would you send your monster out in a thunderstorm with a metal pole in his hand?

5. Why wouldn't you plug your monster into the house electricity?

6. Why doesn't the monster like to walk in the sunshine?

7. Why would your friends get a real charge out of your monster?

C. Extrapolation - Consequences:

1. What might happen if you Dad doesn't let you have the money to buy a monster?

2. What might happen if your monster couldn't get rid of his overcharge?

Extrapolation - Corollaries:

1. Have you ever tried to sneak anything past your folks?

2. Have you ever wanted an unusual pet?

D. Analysis - Elements:

1. Indicate whether the following statements are Fact or Opinion by placing an F for fact and an O for opinion before each sentence:

__F__ Getting a monster is easy if there is a monster store in your town.

__O__ The monster store is scary so take a friend along.

__F__ Used monsters may be slightly damaged.

__F__ The monster will wear a disguise to go out in the sunlight.

Lesson 2 Vocabulary:
Pages 23-41

except 24
museum 25
genuine 26
balsam 27
crumbling 27
curse 31
vampire 32
introduce 34
dignified 34
guest 35
bat-minton 35
expense 40
reflections 41

acquainted 25
Egypt 26
Egyptian 26
aromatic 27
pyramids 29
grouchy 31
challenge 32
courteously 34
peculiar 34
special 35
liquid 38
garlic 40
conceited 41

A. Recall-Identification:

1. When is a mummy noisy? At night. p. 34

2. Where might you find a mummy if your local monster store doesn't stock mummies? Local museum, museum's trash barrels, friend going to Egypt bring you back one. p. 26

3. Do mummies eat? No. p. 27

4. What do they enjoy even though they don't eat? Spices, balsam, aromatic gums. p. 27

5. Why do mummies need balsam and aromatic spices? To keep from crumbling. p. 27

6. Where do you get balsam? Old Christmas trees. p. 27
aromatic gums? Spearmint and juicy fruit. p. 27

7. What should you do if your mummy gets dirty? Take off outside wrappings. p. 28

8. Why is a mummy a good playmate for your little brother or sister? They like to bury things in sandbox, play with blocks and build pyraminds. p. 29

9. When the sun comes up what will be in the cage? A bat or a vampire. p. 33, 34

10. Why might the vampire be looking for a new home? Change owners often. p. 34

11. How are vampires peculiar? Habits of eating and sleeping. p. 34

12. Where will your vampire stay? In damp corner of the cellar. p. 34

13. When does a vampire sleep? All day. p. 36

14. What do vampires enjoy playing at night? Night baseball if they are at bat, bat-minton. p. 37, 38

15. What do vampires hate? Garlic, hot cross buns, mirrors. p. 40, 41

Recall-Organization:

Below are sentences telling what to do to try and get a vampire. Number them in the order they should be done.

_____ Take a cap with you.

_____ If bat flies into cap, he will fall to the ground.

_____ Pop him into a cage and go back to bed.

_____ Go out into yard just before dawn.

_____ When bat flies by, shout, "Bat, Bat, fly into my hat."

_____ Throw cape up in the air.

B. Interpretation-Summarization:

1. Write a good title for the part of the lesson on mummies.
2. Write a good title for the part of the lesson on vampires.

Interpetation-Conclusion:

1. Why would a friend have to be going to Egypt before he could get a genuine mummy?
2. Why can't you unwrap a mummy too far?
3. When might a mummy bring you bad luck?
4. Why is eating the vampire's biggest problem for his owner?
5. Why does a vampire owner need lots of friends?

C. Extrapolation-Consequences:

1. What might have happened if someone in your family stole a mummy's hand?

2. What might happen if a vampire owner didn't have lots of good and understanding friends?

Extrapolation-Corollaries:

1. Have you ever heard about mummies and vampires?

D. Analysis-Elements:

1. Find two opinion statements about mummies and two about vampires.

Analysis-Relationship:

Find three statements to prove the following conclusion:

Vampires have peculiar habits of sleeping and eating.

a. happy in damp cellar
b. goes to sleep at dawn
c. special liquid diet

E. Evaluation-Internal:

1. Should you scare people with your mummy?

2. Should you let your vampire snack on your friends without asking them first?

Evaluation-External

1. Is keeping a vampire kind to your friends?

Lesson 3 Vocabulary:

werewolf	42	wolfbane	43
version	43	romps	45
sluggish	47	veterinarian	47
distemper	47	surliness	50
electrodes	51	aroma	52
punctures	55	coarseness	56
stomach	61		

A. Recall-Identification:

1. When does a werewolf look like a monster? Full moon. p. 42

2. What does he look like most of the time? Like real people. p. 42

3. What do werewolves like? Full moons, wolfbane, boys and girls. p. 43

4. How do you catch a werewolf? Use handful of wolfbane at full moon and wait. p. 43

5. How does a werewolf look after a moonlight romp? Clothes stained with mud and grass. p. 45

6. What must you do when the moon is full? Keep your werewolf well fed with raw meat and wolfbane. p. 46

7. If you have a monster show, on what night should it be held? Night when the moon is full. p. 49

8. Where is a good location for your monster show? Haunted house or deserted graveyard. p. 49

9. What do you judge the Frankenstein monster on? Ugliness, size, surliness, and charm--shine of metal, seam stitching and shriek. p. 50, 51

10. What gives points for a mummy? Best wrappings, worst aroma, heaviest feet. p. 52

11. How should the vampire look? Neat, dapper, hair shiny, teeth sharp, bite neat, and evil glare in eyes. p. 55

12. How do you judge a werewolf? Length and coarseness of hair, size and sharpness of his claws, howl, and must recognize the moon. p. 56

13. What prize will the mummy enjoy? Ribbons. p. 58

14. What prize must never be given to a vampire? Silver medal. p. 59

15. What would be a good prize for a Frankenstein monster? Trip to a power plant. p. 60

16. What prize would werewolves like? Something to eat--the judge. p. 61

Recall-Organization

1. Write three steps to take in order to catch a werewolf:

   a. Take a handful of wolfbane out to the woods during full moon
   b. Wait until a werewolf comes out of the woods
   c. Slap a big cage over him
   d. Talk things over after the moon changes.

B. Interpretation-Summarization:

1. Write a title for the part about werewolves.

2. Write a title for a poster advertising the monster show.

Interpretation-Consequence:

1. Why doesn't a werewolf look like a monster most of the time?

2. Why should you lock up your little brothers or sisters when the moon is full?

3. When your werewolf doesn't feel good, why might you take him to either a doctor or a veterinarian?

C. Extrapolation-Consequences:

1. What might happen if you didn't have time to put the cage over the werewolf?

2. What might happen if you don't keep your werewolf well fed during the full moon?

Extrapolation-Corollaries:

1. Have you ever entered anything in a show?

D. Analysis-Elements:

1. Indicate whether each statement is a fact (F) or opinion (O):

__F__ Werewolves are only part time monsters

__0__ Werewolves get very hungry during a full moon

__F__ The monster show must be held on a night when the moon is full

__0__ A teacher would be a good judge as she is used to monsters.

Analysis-Relationship:

1. Should you let your werewolf out during the full moon?

2. Find three statements to prove that a werewolf is very different during a full moon.

E. Evaluation-Internal:

1. Should you let your werewolf out during the full moon?

Evaluation-External:

1. Does a werewolf really mean to be unkind during a full moon?

F. Activities:

1. Draw the stages a werewolf goes through when the moon is full.
2. Make a poster advertising a monster show.
3. Draw the monster you would like to own.

Appendix E

SAMPLE POWER WORKSHEET

HOW TO CARE FOR YOUR MONSTER

Name ______________________________

Lesson 1
Pages 1 - 22

Recall-Identification

1. What is this book about? ______________________________

____

2. When do most monster stores open? ______________________________

____

3. Where should you put your monster when you get him home?

____

4. Since Frankenstein monsters don't eat, what do they need to keep them going?

____

5. After a good thunderstorm, how can your monster get rid of his overcharge?

____

____

6. Why is a Frankenstein monster the nicest kind? ______________

____

7. How can you keep his skin a nice smooth green? ______________

____

Recall-Organization:

1. Number the sentences in the order they happened in the story:

_____ Share your activities with your monster as he is almost like one of the family.

_____ Take your monster for a walk.

_____ Make your monster comfortable by putting him in a dark corner of the cellar.

_____ Help your monster take a lot of pride in his appearance.

_____ Send your monster out to play in a thunderstorm with a metal pole in his hand.

Interpretation-Summarization:

1. Read pages 20 and 21 and write a good title for them.

____

Interpretation-Conclusion:

1. Why would you want to take a friend along when you go to the monster store?

____

2. Why would you send your monster out in a thunderstorm with a metal pole in his hand?

____

3. Why doesn't the monster like to walk in the sunshine?

____

Extrapolation-Consequences:

1. What might happen if your monster couldn't get rid of his overcharge?

____

Analysis-Relationship:

1. Find three sentences to support this conclusion:

"You do not treat a monster like any ordinary pet."

Evaluation-Internal:

1. Should you have a monster in your home? _______________

Evaluation-External:

1. Was it kind of the monster to scare people? _______________

Appendix F

DATE

Title *How to Care for Your Monster* Begin 9/15/74 End 10/3/74

TENS BOOK RECORD FORM

Name	Recall		Interpretation		Extrapolation		Analysis		Evaluation		P.M.U. Skill Working On
	Iden.	Org.	Sum.	Con.	Conseq.	Analog.	Elem.	Rel.	Ent.	Ext.	
1. Sam	—	—	—	—							
2. Patti	—	○	○	○							
3. Susan	—	—	○	○							
4. Chuck	—	—	—	—							
5. Linda	—	—	—	—							
6. Bonnie	○										
7. Dale	—	—	○	○							
8. Mike	retest—difficult to tell where he is										
9. Helen	—	—	—	○							
10.											
11.											
12.											
13.											
14.											

Remarks: — indicates student has skill
○ indicates student needs skill

Appendix G

TEACHER'S TENS BOOK LESSON PLAN

	Sad Mrs. Sam Sack	Snake in the Carpool	Remarkable Ramsey
MONDAY	aide group go thru flash cards for vocabulary #1 teacher review vocab. flash cards - develop vocab. meaning w/chalkboard & context search	teacher introduce vocabulary lesson #1 silent reading, pp. 7-23	begin silent reading pp. 7-25 — make list of new words hand in lists
TUESDAY	silent reading, pp. 5-17 buddy reading, pp. 5-17	buddy reading, pp. 7-23 teacher discussion of lesson #1 - oral reading check	teacher group discuss words from lists - complete vocabulary introduction buddy reading, pp. 7-25
WEDNESDAY	teacher oral reading check — discussion of pp. 5-17, lesson #1 do power worksheet lesson #1	do power worksheet, lesson #1 aide group go thru flash cards for vocabulary #2	complete buddy reading, pp. 7-25 — read aloud to aide teacher discussion of lesson #1
THURSDAY	complete & correct worksheets teacher introduce vocab. lesson #2	teacher complete vocab. introduction lesson #2 silent reading pp. 24-44	do power worksheet, lesson #1 begin silent reading, lesson #2, pp. 26-42 - make list of new words
FRIDAY	silent reading, pp. 18-26 buddy reading, pp. 18-26	buddy reading pp. 24-44 teacher oral reading in group	teacher discuss worksheets individually on recall & interpretation while rest continue to read hand in vocab. lists

Appendix H

PHONETIC WORKSHEET

Name ______________________________ R-Controlled Vowels

1. Find ____ *ar* words in your tens book.

REMEMBER! *ar* makes the sound found in sc*ar*f, and c*ar*t.

____________________ ____________________

____________________ ____________________

____________________ ____________________

2. Find ____ *er* or *ir* words in your tens book.

REMEMBER! *er* and *ir* makes the sound found in teach*er*, m*er*maid, f*ir*st and b*ir*d.

____________________ ____________________

____________________ ____________________

____________________ ____________________

3. Find ____ *or* words in your tens book.

REMEMBER! *or* makes the sound found in p*or*ch and f*or*t.

____________________ ____________________

____________________ ____________________

____________________ ____________________

4. Find ____ *ur* words in your tens book.

REMEMBER! *ur* makes the sound found in ch*ur*ch and t*ur*key.

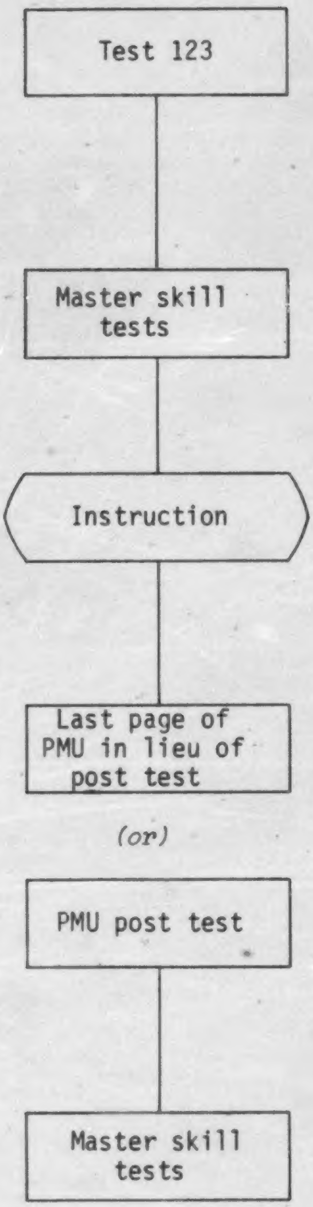
____________________ ____________________

____________________ ____________________

____________________ ____________________

Appendix I

SAII TESTING SEQUENCE


Test 123
Master skill tests
Instruction
Last page of PMU in lieu of post test
(or)
PMU post test
Master skill tests

1. Teacher begins placement testing of child with Test 123. Using diagnostic information from Test 123, the teacher then gives the child appropriate master skill tests.

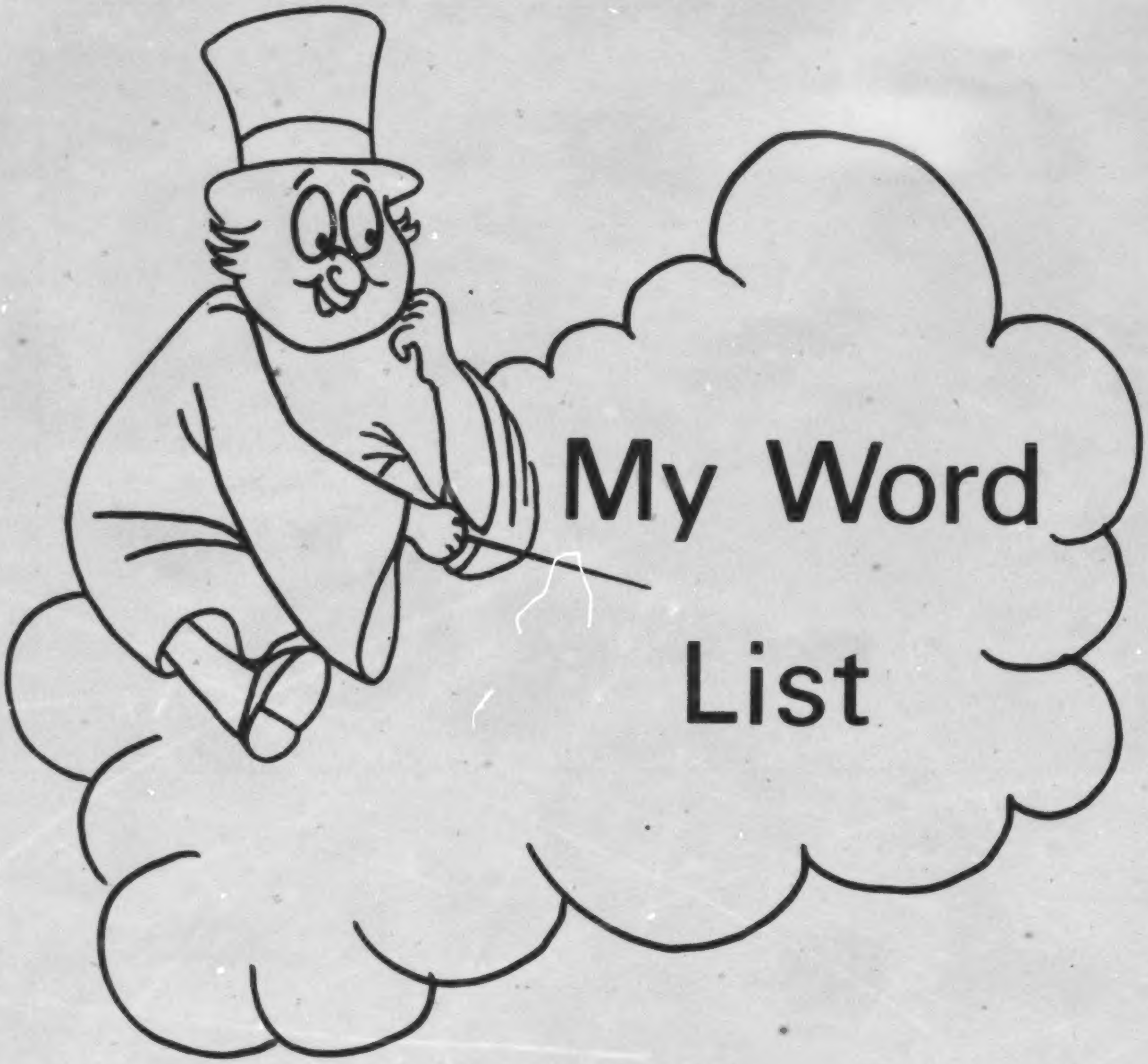
2. Child is tested in master skills until he shows deficiencies in five individual skills.

3. Based on diagnosis from testing, child receives instruction, usually in a PMU, occasionally in a need group.

4. The last page of most PMUs test the child's ability to synthesize by requiring him to read a list of nonsense words to a teacher or aide. If he correctly reads 90 percent of the words on this page, he needn't take the post test. If he cannot perform this well, he should receive additional instruction and then take the written post test.

5. When the child has two PMUs left to do from the five identified in step 2 above, the teacher should administer a succeeding set of master skill tests to determine the child's next five individual skill needs on the hierarchy of skills.

Appendix J



My Word List

My Name Is ____________

BASIC DOLCH WORD LIST

Set I

- ☐ I
- ☐ a
- ☐ can
- ☐ funny
- ☐ and
- ☐ is
- ☐ jump
- ☐ come
- ☐ me
- ☐ fast
- ☐ dog
- ☐ good
- ☐ sleep
- ☐ color

Set 2

- ☐ are
- ☐ go
- ☐ to
- ☐ little
- ☐ play
- ☐ red

Set 2 (cont.)

- ☐ look
- ☐ the
- ☐ ball
- ☐ here
- ☐ my
- ☐ man
- ☐ bed
- ☐ book

Set 3

- ☐ run
- ☐ said
- ☐ see
- ☐ up
- ☐ you
- ☐ must
- ☐ may
- ☐ like
- ☐ of
- ☐ apple
- ☐ sing
- ☐ ride

Set 3 (cont.)

- ☐ Father
- ☐ bird

Set 4

- ☐ at
- ☐ big
- ☐ down
- ☐ have
- ☐ in
- ☐ it
- ☐ not
- ☐ on
- ☐ ran
- ☐ he
- ☐ say
- ☐ so
- ☐ draw
- ☐ milk

Set 5

☐ three
☐ we
☐ yellow
☐ away
☐ blue
☐ for
☐ green
☐ airplane
☐ fun
☐ fly
☐ mother
☐ help
☐ duck

Set 6

☐ one
☐ saw
☐ too
☐ will
☐ yes
☐ five
☐ pen
☐ cow
☐ all

Set 6 (cont.)

☐ black
☐ call
☐ do
☐ something

Set 7

☐ am
☐ but
☐ going
☐ make
☐ old
☐ was
☐ she
☐ two
☐ drink
☐ did
☐ home
☐ kitten
☐ joy
☐ good-by

Set 8

☐ around
☐ by
☐ came

Set 8 (cont.)

☐ stop
☐ eat
☐ get
☐ into
☐ no
☐ out
☐ some
☐ this
☐ read
☐ cap
☐ boat

Set 9

☐ an
☐ be
☐ cold
☐ fly
☐ give
☐ had
☐ if
☐ round
☐ who
☐ surprise
☐ name
☐ happy

Set 10

☐ after
☐ soon
☐ under
☐ him
☐ as
☐ brown
☐ from
☐ her
☐ am
☐ today

Set 10 (cont.)

☐ take
☐ Ed
☐ doll

Set 11

☐ it's
☐ so
☐ ten
☐ your
☐ his
☐ fish
☐ jet
☐ find
☐ got
☐ know
☐ live
☐ many
☐ tell

Set 12

☐ new
☐ over
☐ that
☐ walk
☐ gave

Set 12 (cont.)

☐ them
☐ when
☐ has
☐ house
☐ dinner
☐ boy
☐ girl

Set 13

☐ then
☐ went
☐ made
☐ they
☐ were
☐ may
☐ now
☐ what
☐ baby
☐ gate
☐ gone

Set 14

☐ put
☐ with
☐ work
☐ ate
☐ could
☐ found
☐ again
☐ how
☐ or
☐ about
☐ let

Set 15

☐ us
☐ any
☐ would
☐ always
☐ does
☐ first
☐ ask
☐ long
☐ want
☐ once
☐ hat
☐ live

Set 16

☐ upon
☐ our
☐ wish
☐ there
☐ rabbit
☐ tree
☐ sat
☐ bring
☐ done
☐ goes

Set 16 (cont.)

☐ open

Set 17

☐ because
☐ pull
☐ show
☐ these
☐ very
☐ their
☐ been
☐ which
☐ every
☐ farm
☐ water
☐ Indian

Set 18

☐ much
☐ those
☐ never
☐ only
☐ sit
☐ think
☐ where
☐ small
☐ before
☐ egg

Set 18 (cont.)

☐ ant
☐ end

Set 19

☐ buy
☐ draw
☐ fall
☐ hot
☐ just
☐ off
☐ please
☐ toy
☐ people
☐ pig
☐ carry

Set 20

☐ shall
☐ try
☐ well
☐ grow
☐ hold
☐ keep
☐ pretty
☐ Jack

Set 20 (cont.)

☐ cat
☐ party
☐ table
☐ don't

Set 21

☐ why
☐ six
☐ pick
☐ use
☐ write
☐ drink
☐ own
☐ car
☐ kind
☐ birthday
☐ dish

Set 22

☐ better
☐ clean
☐ eight
☐ four
☐ hurt
☐ light
☐ wash
☐ cake
☐ cry
☐ pan
☐ together

Set 21 (cont.)

☐ near

Set 23

☐ seven
☐ thank
☐ right
☐ best
☐ full
☐ October
☐ quick
☐ queen
☐ yard
☐ day
☐ kick

Set 24

☐ both
☐ laugh
☐ white
☐ far
☐ start
☐ warm
☐ zoo
☐ zebra
☐ under

Set 24 (cont.)

☐ exit
☐ myself

Appendix K

Revised 5/74

Name ____

Test 123
Review of synthesis of all phonetic elements

70,72,73 I	71 II	75,79,82 III	84,88,96 IV	99 V
het	ab	flepe	barng	coming
mab	id	chate	tach	sweetly
fid	uf	shig	denk	rested
dop	og	blane	sarch	waiting
tof	em	glofe	poang	filled
cug	un	thuf	baich	hopping
les	ap	whog	deeth	homely
nam	ix	scume	bray	baited
sill	oz	stizz	sarsh	quickly
wat	et	cheme	troe	willing
rop		snebe	whuck	called
ven		shud	greank	softly
puz		thape	baish	hoping
bex		swoke	toank	asked
kin		whix	beeck	frankly
gan		brime	seang	sleeping
quip		drefe	cray	passed
zot		spave	tarng	
jeb		crin		
yug		slame		

101
VI

cly
guffy
sny
platty
stry
thry
teppy

104
VII

serm
tort
wirn
curg
sarz
terf
birk
jorx
lurp

107
VIII

gloy
toif
stowsh
smouth
broy
chouch
thoink
hoy
strow

108
IX

mo͞on
fo͞og
so͞oz
ro͞op
lo͝ok
do͝ok
so͝od
wo͝op
bew
shew
thew
smew

113,114,117,118,119
X

gisk
cilf
knigh
staw
pold
tumb
maun
geph
skaw
staugh
chold
wram
tighm
cemb
gyph
traw
plaud

Appendix L

Revised 5/74

Name ______________________________

Pre-Test 45-48A

Visual Discrimination
Initial Consonants P, B, K, W

Directions: Circle the words which begin with the same letter as the underlined word:

45	46	47	48
pin	bit	king	win
que	bat	pong	wisk
pan	bone	kiss	yarn
pony	dog	find	wed
go	pit	kite	man

47	48	45	46
kid	wipe	part	bang
kind	more	puff	dang
song	wise	past	bird
ked	won	fun	boast
kin	went	post	best

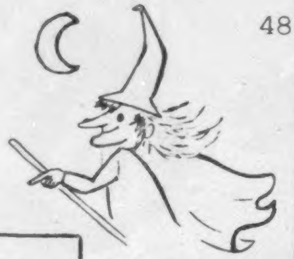
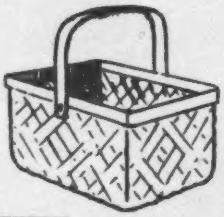
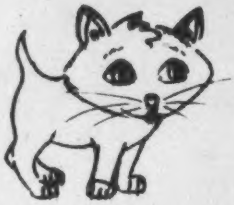
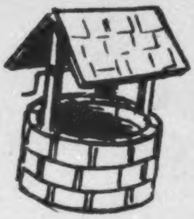
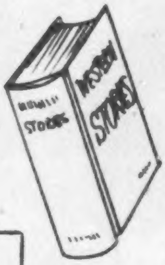
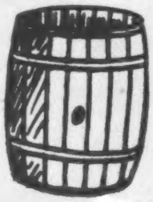
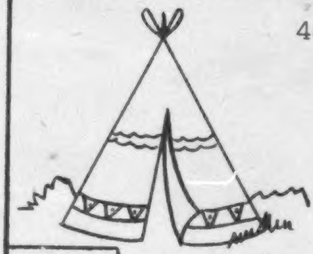
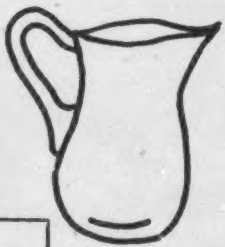
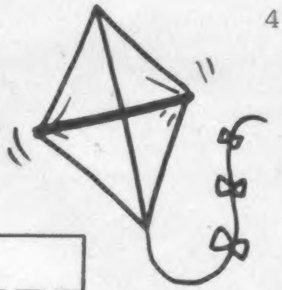
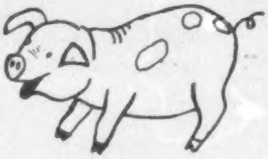
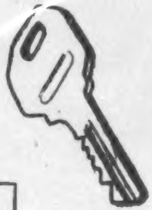
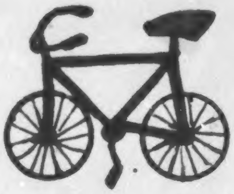
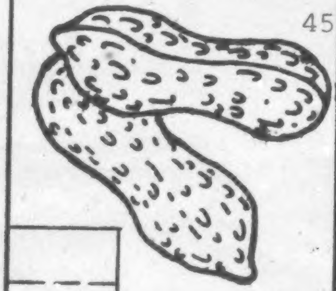
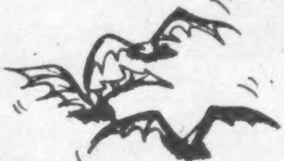
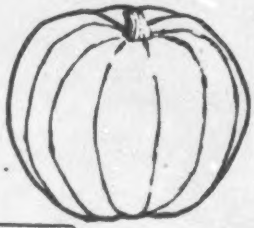
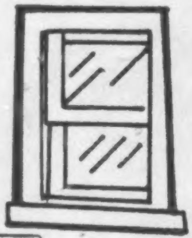
Revised 5/74

Name ____

Pre-Test 45-48 B

Identify pictures and know sound and letter symbol for initial consonants P, B, K, W

Directions: Print the initial consonant in the box.

 48	 46	 47	 48
 46	 46	 48	 45
 47	 45	 47	 46
 45	 46	 45	 48

Revised 5/74

Name ________________________________

Pre-Test 45-48C

Synthesis of Initial Consonants
b, p, k and w and phonograms
in, it, ig, ing

Directions: Read the following words out loud. Some of the words may be Magic.

List 1

bin

king

pin

kit

bit

win

kin

ping

pit

wig

big

wing

bing

wit

pig

List 2 - Optional

hot - bot

run - pun

man - wan

Sam - Pam

bat - wat

pet - ket

top - bop

dog - pog

ham - bam

Appendix M

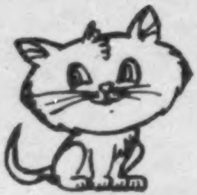
Revised 5/74

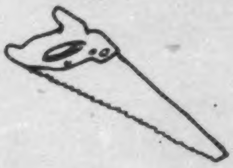
Name ______________________________

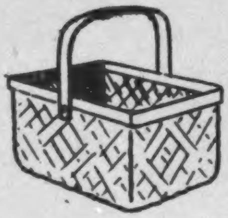
Post Test 47K

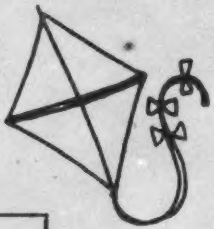
Identify pictures and know sound and
letter symbol for initial consonant K

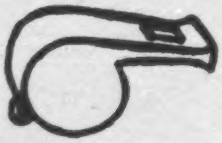
Directions: Write the beginning letter in the blank for words beginning with K.

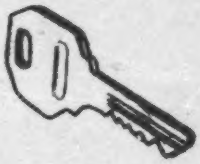


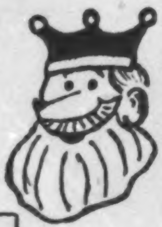


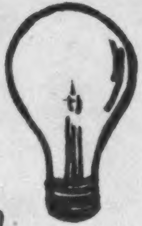












Synthesis of Initial Consonant K and Phonograms in, it, ig and ing

Directions: Read the following K words out loud. Some of the words may be Magic.

List 1	List 2 - Optional
king	map - kap
kit	pet - ket
hit	dog - kog
kin	pin - kin
kig	pig - kig
back	

Appendix N

SKILL RECORD SHEET

	* ident. long vowels	* magic e	r blends	l blends	s blends	* review blends	ch, sh	th, wh	* review ch, sh – th, wh	ing ending	ar	ed ending	final ch, sh, th	final ng, nk, ck	* review final ch, sh, ng, nk, ck	synonyms, level 1	antonyms, level 1	contractions	* alphabet	ai, ay	
	74	75	76	77	78	79	80	81	82	83	84	85	86	87	88	89	90	91	92	43	9
Tina A.	Ӿ	Ӿ	X	/	/		/	/													
Robert A.	Ӿ	Ӿ	X	/	/		/	/													
Tabby B.		Ӿ				Ӿ			Ӿ		Ӿ		Ӿ	Ӿ	/			X		/	/
Misty C.		Ӿ							Ӿ			Ӿ	Ӿ	Ӿ		Ӿ	Ӿ			X	/
Crissy E.		Ӿ					X	/	/	/	/										
Ronnie E.																					
Brandon E.	Ӿ	X	/	/	/																
Ted F.		Ӿ											Ӿ	Ӿ	Ӿ	Ӿ	Ӿ				
Kristi F.		Ӿ	Ӿ		Ӿ		Ӿ	Ӿ			X		/	/		/	/				
Scott G.																Ӿ	Ӿ	Ӿ		Ӿ	X
Julie H.		Ӿ				Ӿ	Ӿ	Ӿ							Ӿ	Ӿ	Ӿ			X	
Ben H.	Ӿ	Ӿ	X	/	/		/	/													
Chris H.																					
Kim H.		Ӿ											Ӿ	Ӿ		Ӿ	Ӿ			X	/
Eddie L.		Ӿ			Ӿ			Ӿ		X	X	/	/	/							
John M.																					
Cindy M.	Ӿ	Ӿ									X		/	/							
Danny P.										Ӿ		Ӿ			Ӿ	Ӿ	Ӿ			Ӿ	Ӿ
Robert S.	Ӿ	X	/	/	/																
Rodney W.	/	/																			
Doug W.		Ӿ	Ӿ	Ӿ	Ӿ		Ӿ	Ӿ			X		/	/							
Laura W.	Ӿ	Ӿ							Ӿ		Ӿ		Ӿ	Ӿ							

Appendix O

DAILY CHECK SHEET

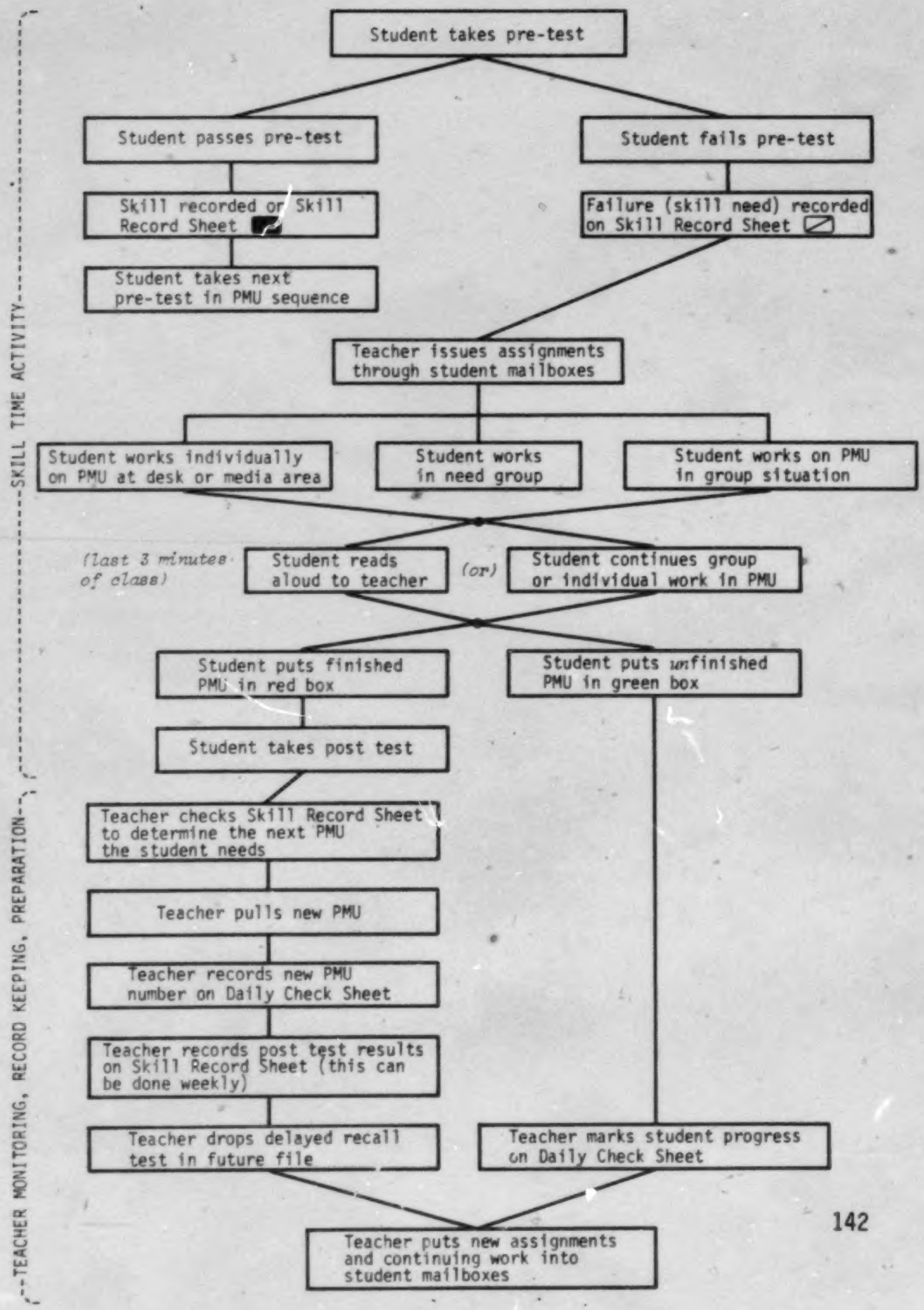
	6th Week					7th Week					8th Week					9th Week				
DAY	M	T	W	T	F	M	T	W	T	F	M	T	W	T	F	M	T	W	T	F
Tino A.	2	5	69	SK	6	7	74	AB	4	5	75	SK	5	76	SK	4				
Robert A.	3	4	6	72	2	5	74	SK	6	75	1	SK	5	76	SK	5				
Tobby B.	2	3	84	3	7	86	2	5	8	87	3	5	6	7	91	2				
Misty C.	86	3	SK	6	87	2	5	89	3	7	90	1	SK	93	2	4				
Crissy E.	5	62	3	4	65	2	5	6	75	2	3	5	80	2	3	81				
Ronnie E.	AB	3	6	57	2	3	5	58	2	4	6	60	2	3	5	6				
Brandon E.	68	5	69	SK	6	72	2	AB	6	74	3	5	7	75	3	4				
Ted F.	2	4	7	96	SK	AB	3	5	7	SK	SK	SK	100	SK	3	101				
Kristi F.	SK	6	78	2	3	5	80	1	4	6	81	2	3	7	84	SK				
Scott G.	93	SK	3	94	SK	5	6	97	SK	SK	SK	SK	100	SK	3	101				
Julie H.	2	3	AB	AB	83	SK	88	5	89	4	90	1	SK	93	3	4				
Ben H.	67	2	4	69	3	7	74	2	3	6	75	SK	7	76	SK	3				
Chris H.	5	8	48	AB	AB	3	AB	5	6	AB	49	2	3	3	50	2				
Kim H.	7	86	SK	7	8	87	4	6	89	5	90	3	93	1	3	4				
Eddie L.	3	6	75	2	5	78	SK	5	81	2	6	83	3	4	84	SK				
John M.	2	4	6	68	3	5	7	62	AB	3	4	65	1	3	4	5				
Cindy M.	1	2	65	2	4	7	74	SK	6	75	2	SK	7	84	1	3				
Donny P.	93	SK	3	5	96	3	6	97	SK	SK	SK	SK	100	SK	3	101				
Robert S.	3	AB	7	66	2	5	67	4	6	74	3	5	7	75	3	4				
Rodney W.	68	2	3	5	69	2	7	AB	AB	AB	AB	8	72	2	4	6				
Dona W.	SK	77	2	4	5	78	SK	6	80	3	7	81	2	5	84	SK				
Laura W.	82	3	4	6	83	SK	84	7	8	SK	SK	SK	96	4	6	100				

AB = absent

SK = skill need group

Appendix P

BASIC SKILL INSTRUCTIONAL PROCESS


Student takes pre-test
Student passes pre-test
Student fails pre-test
Skill recorded on Skill Record Sheet ■
Failure (skill need) recorded on Skill Record Sheet ▨
Student takes next pre-test in PMU sequence
Teacher issues assignments through student mailboxes
Student works individually on PMU at desk or media area
Student works in need group
Student works on PMU in group situation
(last 3 minutes of class)
Student reads aloud to teacher
(or)
Student continues group or individual work in PMU
Student puts finished PMU in red box
Student puts unfinished PMU in green box
Student takes post test
Teacher checks Skill Record Sheet to determine the next PMU the student needs
Teacher pulls new PMU
Teacher records new PMU number on Daily Check Sheet
Teacher records post test results on Skill Record Sheet (this can be done weekly)
Teacher drops delayed recall test in future file
Teacher marks student progress on Daily Check Sheet
Teacher puts new assignments and continuing work into student mailboxes
SKILL TIME ACTIVITY
TEACHER MONITORING, RECORD KEEPING, PREPARATION

Explanation of the Basic Skill Instructional Process Chart

Although the instructional procedures shown in the flow chart on page 142 have been described in the main text of this handbook, they are repeated here so the reader can conveniently relate the diagrammed sequence to a narrative explanation.

The reader should note immediately that the chart consists of two parts. The top half, which plots out basic skill time activity, has been dealt with in some detail in pages 44 through 46 under the heading "Orienting Students to PMU Use." The bottom half of the chart, which outlines many of the teacher's daily basic skill responsibilities, has been described in page 52 of the "Special Time" section.

As the chart indicates, the basic skill instructional process begins when the student is pre-tested. Of course, as the handbook explains on pages 31 through 36 and in the SAII testing sequence chart in Appendix I, pre-testing consists of three stages: placement screening through broadly conceived skill tests, testing in master skill categories, and testing in individual skills.

The student does not enter the instructional process until he fails a pre-test. Passage of a pre-test means he has a skill and should be credited on the Skill Record Sheet accordingly. Failure in a pre-test means he lacks a skill and needs instruction to acquire it.

When a student fails a pre-test, his need for the particular skill should be entered on the Skill Record Sheet. As noted on pages 35 and 36, the teacher should keep students pre-tested several skills ahead so they can move on immediately as they acquire each needed skill.

Once a student's instructional needs have been diagnosed through pre-testing, the teacher prescribes instructional activity for that student, usually in the form of a PMU, but occasionally in a need group. The student receives his daily assignment(s) through his mailbox and then proceeds to work at his skill deficiency in one of the three alternative ways shown on the chart: individual work in a PMU, work in a need group, or group work in a PMU. The last three minutes of the skill class period some students will read nonsense words on the last page of their PMUs to a teacher or aide. As noted on page 36, a correct reading of 90 percent of the words can be regarded as evidence of skill acquisition and the formal post test can be dispensed with. If this is the case, the teacher, as noted on page 46, can take the PMU from the student and drop it in the red box used to receive finished work. The student who fails the oral synthesis reading should probably be placed in a need group and then given a formal post test.

As the right hand side of the chart shows during the last three minutes of the basic skill time period, some students will still be in the beginning or middle of PMU or group work. When the period ends, they place their work in the green box, which is the receptacle for unfinished student work.

As the reader can see from the chart, the teacher's work then divides into dealing with finished student work and unfinished student work. This can usually be done during special time.

Once a student has demonstrated acquisition of a skill through an oral reading of nonsense words or through the written post test, the teacher checks the Skill Record Sheet to determine the next skill the student needs to acquire. The teacher pulls the appropriate PMU for that skill and records the new PMU number on the Daily Check Sheet. Sometime that week, the teacher should record the post test results for the student on the Skill Record Sheet and drop a delayed recall test in the future file for that particular week of the month.

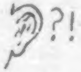
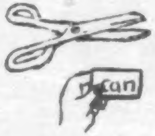
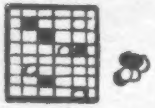
Unfinished student work turned into the green box must be checked to measure daily student progress. As the handbook explains on pages 48 and 49, the student's last piece of work in a current PMU is entered each day in the Daily Check Sheet.

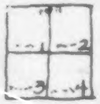
After checking both finished and unfinished student work, and after recording student progress, the teacher then places new assignments or continuing assignments in student mailboxes.

Appendix Q

Dolch
Set 1

NAME

LESSON	Pre-Test	1	2	3
USE	Pre-Test Set 1 Words 	Tape Set 1 Pencil Page 1 	Flash Cards Scissors Partner 	Game Set 1 Partner 
DO	Say in 30 seconds	Listen Say Write	Cut Play "Flash-it"	Play
DONE	(C)			

LESSON	4	5	6	Post Test				
USE	Crayons Page 2 	Set 1 Words Pencil Paper 	Set 1 Words Partner 	Post Test Set 1 Words 				
DO	Read Color	Make a sentence	Play "Flash-it"	Say in 30 seconds				
DONE				(C)				

I.O.

At the end of this unit, you will be able to read all of the Set 1 words within 30 seconds.

Set I

I

a

can

funny

and

is

jump

come

me

fast

dog

good

147

sleep

color

I can color fast.

A good dog can jump

Come and sleep.

A dog is funny.

Flash Cards

I	1	a	1
can	1	funny	1
and	1	is	1
jump	1	come	1
me	1	fast	1
dog	1	good	1
sleep	1	color	1

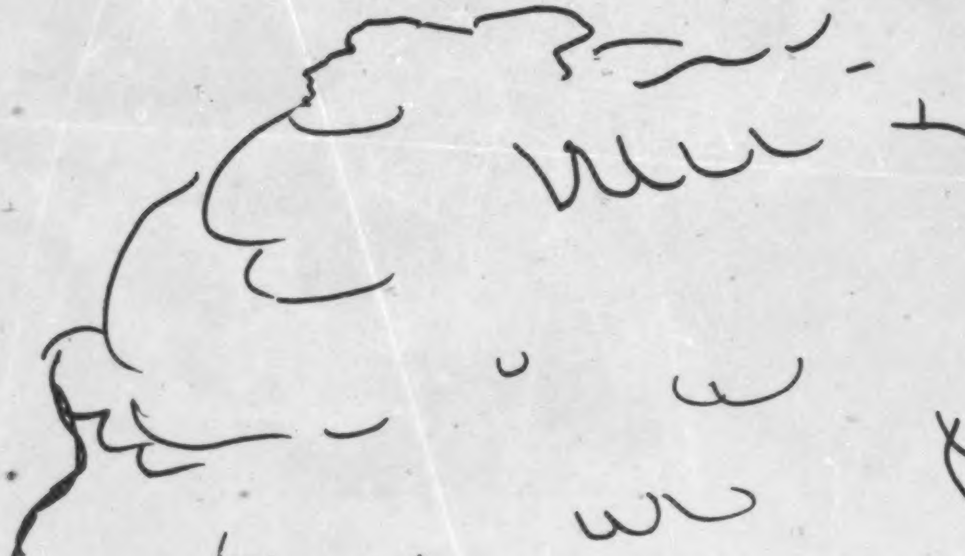
Appendix R

DOLCH REVIEW (SETS 1-16)

The Big Wish

and

Come Home



NAME ______________________

The Big Wish

Once upon a time two baby rabbits sat by the open gate.

They saw an old hat by a tree. One rabbit put the hat on and went to work.

He made a wish.

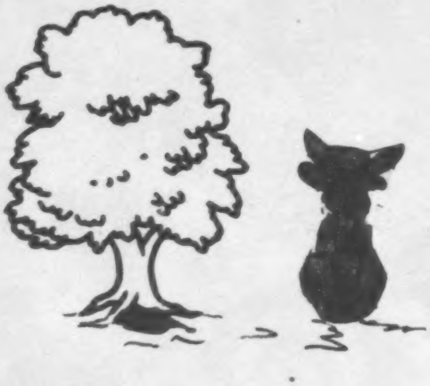
"What do you want?" asked a funny old man.

"First, bring me a new hat," said one rabbit. Then the funny old man found a new hat for the rabbit.

"How about a new house to live in," said the rabbit.

The man was gone again, but not for long.

He found a house for the rabbits, but then he was gone for good.



Come Home

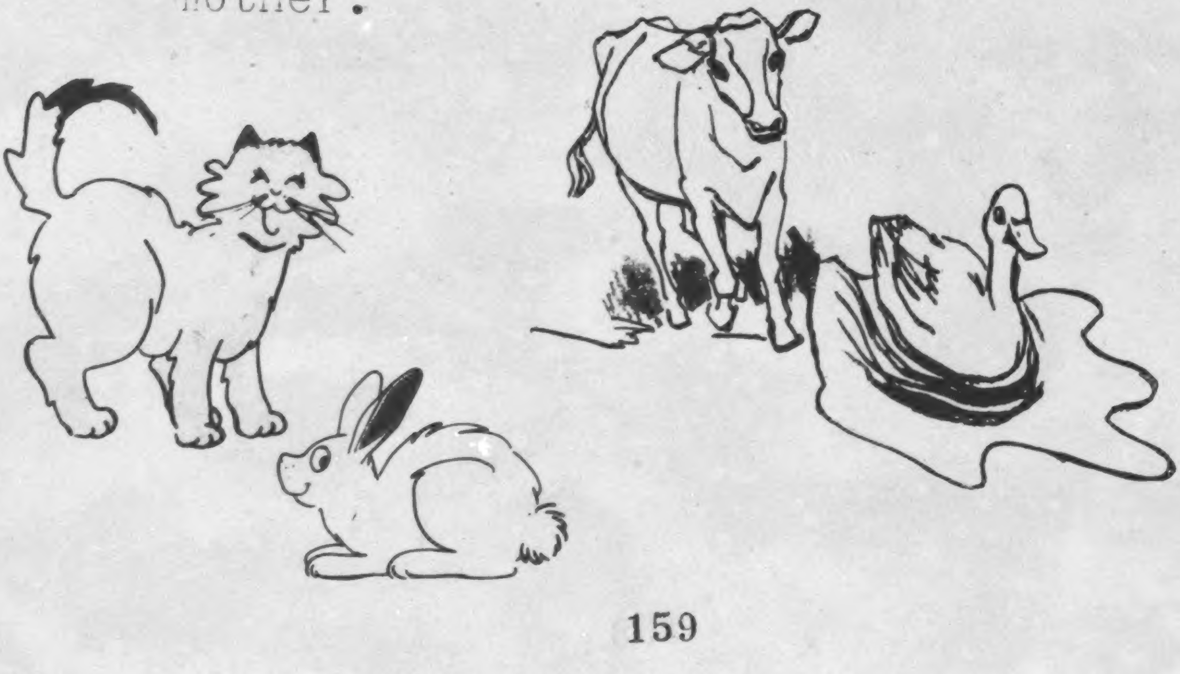
Once upon a time there was a baby rabbit and a baby kitten. They would always run away from home.

When they were gone they ate apples with a duck or a cow.

"Could you come to our house and eat with us?" asked the kitten.

"May I?" the duck asked his mother.

"Yes, I will let you go when the work is done. If anyone goes, he does his work, too," said mother.



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